

Ocean Lodge Independent School

8 Trinity Avenue, Westcliff-on-Sea, Essex SS0 7PU

Inspection dates

9 October 2019

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(g)

- This standard was not met at the previous inspection because the quality of teaching was too variable across subjects. Teachers' expectations of what pupils could achieve were too low and pupils were too reliant on staff to help them complete work. Staff did not receive enough training to help them improve the quality of teaching. Pupils' progress was not recorded systematically, and staff did not set or check homework routinely. Consequently, pupils did not make consistently good progress over time.
- Leaders undertook to:
 - assess pupils more precisely on entry
 - set weekly homework
 - provide pupils with weekly mentoring sessions
 - set up individual pupil progress plans
 - raise teachers' expectations of what pupils can achieve
 - personalise schemes of work
 - provide staff training
 - develop an effective assessment system to monitor the progress of pupils.
- Leaders have put in place effective systems to check what pupils know and can do. Teachers' planning is for the most part precise and closely matched to pupils' prior learning. Teachers devise interesting activities that help pupils learn. Teachers also set homework that consolidates pupils' understanding.
- Teachers have accessed a range of training to help them develop their practice. Staff say they feel well supported and have benefited from the advice given to them by leaders who conduct observations of teaching and learning.
- Pupils are clear on what they should be doing because staff clearly explain what they need to know. Pupils are focused, on task and give clear answers verbally that show their understanding.

- Where practice is most effective, teachers have high expectations and plan useful activities that link to what pupils already know. Teachers question pupils effectively to check understanding, adapting the work if pupils are unsure. Pupils receive a good balance of support that helps them to think for themselves and develop new skills.
- The work in pupils' books is of a good quality in English, history and science.
- Pupils' progress in mathematics is not as consistently strong as it needs to be. This is because the work pupils complete in this subject is not sufficiently well sequenced, and pupils' misconceptions are not addressed quickly enough. This means pupils do not learn and remember key concepts as well as they should. This slows their progress.
- Although improvements against some of the requirements in the paragraphs for this standard were seen, the independent school standard remains not met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

Paragraph 32(1), 32(1)(c)

- At the inspection in January 2019, these standards were met.
- The school's safeguarding procedures remain effective. The safeguarding policy reflects the updated guidance published by the Department for Education (DfE) and is available on the school's website.
- The culture of safeguarding is given a high profile. Staff know and understand their safeguarding responsibilities. They are aware of the potential dangers that pupils face and have well-thought-out plans in place to mitigate risks.
- These independent school standards continue to be met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i)–(iv), 18(2)(d), 18(2)(e), 18(2), 18(3)

Paragraph 20(6), 20(6)(a), 20(6)(a)(i)–(ii), 20(6)(b), 20(6)(b)(i)–(iii), 20(6)(c)

Paragraph 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i)–(viii), 21(3)(b), 21(4)

- At the inspection in January 2019, these standards were met.
- The required pre-employment checks are completed appropriately. The record of these checks is well maintained.
- These independent school standards continue to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b)

- At the time of the previous inspection, this standard was not met because: monitoring systems for pupils' progress were not embedded; teachers were not provided with training that helped them improve their practice; and improvement plans was not linked closely enough to raising pupils' progress.
- In the school's revised action plan, the proprietor undertook to:
 - routinely review the independent school compliance record

- increase the capacity of the headteacher by employing a teaching and learning lead, and a pastoral lead
- ensure that all staff have an up-to-date job description.
- Leaders are well on the way to achieving many of the actions listed in their plan. The headteacher has introduced appropriate new initiatives that are helping the school to run more smoothly.
- The new leader's processes for monitoring the quality of teaching, learning and assessment are clear and effective. Leaders know where teaching is most effective. They have suitable plans in place to improve teaching so that it is consistently good across all subject areas.
- The pastoral leader oversees the mentoring programme well. These sessions help pupils overcome their anxieties and get back into learning.
- The school's work to safeguard pupils remains effective. Staff benefit from training that helps them to understand and carry out their safeguarding responsibilities.
- The proprietor has developed a better understanding of the school's effectiveness. She monitors the provision more closely and receives regular updates through headteacher reports. Alongside leaders, the headteacher knows where improvements are required.
- Leaders have become more outward looking. They are working more closely with other schools to provide opportunities for staff and to share best practice to improve their provision further.
- The proprietor and headteacher are committed to making sure the school meets the needs of its pupils. Staff are on board and the changes made to the staffing structure of the school provide greater leadership capacity.
- The proprietor has plans in place to establish a governing body and use a school improvement partner to provide additional resources and expertise. These are at an early stage of their development.
- This standard remains unmet.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	137562
DfE registration number	882/6010
Inspection number	10125003

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Independent school
School status	Independent special school
Age range of pupils	7 to 16
Gender of pupils	Mixed
Proprietor	Mrs Sue Potton
Headteacher	Mr Joel Kerr
Annual fees (day pupils)	£40,000
Telephone number	01702 332181
Website	www.oceanlodgeschool.com
Email address	info@potton-homes.co.uk
Date of previous standard inspection	29–31 January 2019

Information about this school

- Ocean Lodge Independent School is owned by Potton Homes and is an independent special day school. It was last inspected in January 2019, when the quality of education was found to be requires improvement.
- The proprietor provides the governance for the school. The school is led by the same headteacher who was in place at the time of the previous standard inspection.
- The school is registered with the DfE to admit 13 pupils aged seven to 13 years.
- Local authorities fund pupils' placements at the school.
- The school does not use any alternative provision.
- The school does not use supply staff.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous standard inspection in January 2019.
- At the standard inspection in January 2019, the school was judged as requires improvement and two of the independent school standards were not met.
- This is the school's first progress monitoring inspection since the standard inspection in January 2019. The DfE commissioned Ofsted to conduct this progress monitoring inspection at no notice.
- The DfE rejected the school's first action plan, in July 2019.
- The inspector met with the headteacher, other senior leaders, staff and the proprietor.
- The inspector visited classes to observe pupils in their learning and to look at the work in their books. The inspector scrutinised documents, including the school's safeguarding policy, the single central register of employment checks, and information linked to pupils' progress. The inspector, together with the teaching and learning lead, looked at the work in pupils' books across a range of subjects.
- The inspector spoke informally with pupils throughout the day about their experiences at the school.

Inspection team

John Randall, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met at this inspection

Part 1. Quality of education provided

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

The school now meets the requirements contained within the following paragraphs

Part 1. Quality of education provided

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019