

# Teaseldown School

Sugar Loaves, 175 Swan Street, Sible Hedingham, Halstead, Essex CO9 3PX

## Inspection dates

12 July 2022

### Overall outcome

**The school meets all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

#### *Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(i)*

- At the school's full standard inspection in September 2021, the requirements in this independent school standard were not met. This was because leaders had not given enough thought to the knowledge that pupils need to learn. The key stage 3 curriculum did not take account of what pupils had learned in the previous key stage. The curriculum was not preparing pupils well enough for their next steps in education or training.
- Leaders have prioritised their work to develop the curriculum. New curriculum plans demonstrate the detailed consideration that leaders are giving to this work. Leaders have identified the important knowledge that pupils should learn in each subject. They have considered the order in which this should be taught. Leaders have ensured that there is a distinct curriculum for pupils in key stage 3 that builds on what pupils have learned in key stage 2.
- The curriculum is adapted to meet individual pupils' needs. Individual learning plans are reviewed and updated regularly. The curriculum is supporting staff to plan lessons that build on what pupils have learned before. Pupils revisit and secure important knowledge before they move on to new learning. Pupils access the full curriculum. Their progress and their achievement are closely monitored by staff and by leaders.
- Leaders have ensured that this independent school standard is now met.

#### *Paragraph 3(a), 3(b), 3(c)*

- The requirements in this independent school standard were not met at the full standard inspection in September 2021 because the curriculum plans were not precise enough. Pupils did not have opportunities to practise and use their reading and writing knowledge or develop their vocabulary over time.

- More rigorous information gathering is providing more detailed assessment information for each pupil when they join the school. This helps staff identify pupils' starting points. Staff use this information to develop pupils' individual learning plans.
- Staff support pupils to review and check on what they have learned in their lessons through timetabled reflection and consolidation sessions. This helps identify the knowledge that pupils have secured from their lessons as well as areas where pupils need more practice. Staff use this information to plan more effectively for pupils' next steps.
- Leaders have prioritised staff development. There is dedicated time for staff to access relevant research to deepen their subject knowledge and understanding of different teaching methods.
- Leaders have ensured that this independent school standard is now met.

## Part 2. Spiritual, moral, social and cultural development of pupils

### *Paragraph 5, 5(a), 5(b), 5(b)(v)*

- These standards were not met at the September 2021 inspection because leaders had not put in place a well-planned curriculum to support pupils' personal development, including preparing pupils for life in modern Britain. Some pupils only experienced certain topics if they had chosen to study a particular subject, such as history.
- Leaders have acted promptly to address this. Leaders have identified a wide range of opportunities and experiences to support the curriculum for pupils' personal development. Leaders have set out clearly pupils' entitlement to spiritual, moral, social and cultural development (SMSC).
- The revised curriculum fosters pupils' understanding of British values, including tolerance and mutual respect. Pupils learn about different beliefs and traditions. They acquire knowledge and understanding of other cultures. Pupils are well informed about democracy and the rule of law. They can talk knowledgeably about current affairs in national and international contexts.
- All pupils access the full breadth of the school's provision for SMSC. Leaders systematically monitor pupils' participation to ensure that this is the case.
- Leaders have ensured that this independent school standard is now met.

## Part 3. Welfare, health and safety of pupils

### *Paragraph 7, 7(a), 7(b)*

### *Paragraph 32(1), 32(1)(c)*

- The safeguarding requirements relating to this standard were met at the previous inspection. This continues to be the case.
- The school's safeguarding arrangements are effective. There are clear systems for reporting and recording concerns. Staff receive regular training and safeguarding updates. This helps keep safeguarding at the forefront of everybody's mind.

- Leaders work closely with other agencies to safeguard pupils. Appropriate action is taken to ensure that pupils and families can access the support they need. Pupils learn how to keep themselves and others safe. Staff work well with pupils to support their mental health and well-being.
- The school's safeguarding policy reflects the most recent guidance from the Department for Education (DfE). The school's safeguarding policy is published on the school's website.
- Leaders have ensured that this independent school standard continues to be met.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- This standard was not met at the full inspection in September 2021 because leaders had not demonstrated good skills and knowledge to ensure that all the independent school standards were consistently met. Alongside the quality of leadership and management, the unmet standards included those relating to the quality of education provided, and the spiritual, moral, social and cultural development of pupils.
- Since the full standard inspection, leaders have developed the capacity of school staff to improve the quality of education provided at the school. Leaders are more rigorously monitoring the development of the school's curriculum, how well it is being implemented and the impact it is having on pupils' learning and achievement. Leaders are engaging more widely with educational research and evaluation.
- Leaders are supporting staff to develop their knowledge so that they can provide the support that pupils need to enable them to achieve well. Individual learning plans are now developed from more accurate assessments of pupils' understanding in each of the subjects they study.
- Leaders are ensuring that all pupils access the full range of the school's provision for pupils' spiritual, moral, social, and cultural development. This is also being developed through the curriculum for individual subjects.
- Leaders have ensured that this independent school standard is now met.

## Compliance with regulatory requirements

The school meets 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. 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.

### The school now meets the following independent school standards

#### Part 1. Quality of education provided

- 2 (1) The standard in this paragraph is met if—
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
  - 2(1)(b) the written policy, plans and schemes of work—
  - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a) the matters are—
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
  - (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;
  - (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; and;
  - (c) involves well planned lessons and effective teaching methods, activities and management of class time.

#### Part 2. Spiritual, moral, social and cultural development of pupils

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—
  - (a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
  - (b) ensures that principles are actively promoted which—

- (v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.

## School details

Unique reference number	135837
DfE registration number	881/6060
Inspection number	10238238

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	Other independent special school
School status	Independent school
Age range of pupils	11 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	28
Number of part-time pupils	0
Proprietor	Hazel Bunting and Brett Runchman
Headteacher	Mrs Hazel Bunting
Annual fees (day pupils)	£59115 to 62499
Telephone number	07754 271016
Website	<a href="http://www.exceptionalideasltd.co.uk">www.exceptionalideasltd.co.uk</a>
Email address	<a href="mailto:admin@exceptional-ideas.co.uk">admin@exceptional-ideas.co.uk</a>
Date of previous standard inspection	14 to 16 September 2021

## Information about this school

- Teaseldown is an independent day special school. It is owned by two directors who also make up the proprietor body. The school occupies three sites in Essex: Teaseldown at Sible Hedingham, Primrose Hill in Chelmsford and Brook View in Wethersfield.
- The school is currently registered with the DfE to admit up to 29 pupils.
- The school combines therapeutic and educational provision to meet the needs of boys and girls between the ages of 11 and 19 years. Currently, there are no students attending the school in post-16 provision.
- All pupils have an education, health and care plan. Pupils are funded by local authorities.

- Most pupils arrive having been excluded from school or having missed long periods of education.
- The school does not use supply staff.
- Inspection history:
  - The school's first standard inspection was in May 2010. The overall effectiveness of the school was judged to be good. In July 2013 a material change inspection extended the school's maximum admission number from eight to 13 pupils.
  - In November 2013, a standard inspection judged the overall effectiveness of the school to be good. At that time, the school operated from two sites: Teaseldown School in Ridgewell and Primrose Hill in Chelmsford.
  - In March 2015, Teaseldown School relocated to Sible Hedingham. A material change inspection verified the suitability of the new premises for the number of pupils on roll and, additionally, the suitability of the new curriculum for post-16 students.
  - In July 2015, the proprietor body was granted temporary permission by the DfE to increase the school's maximum admission number to 22 pupils across the two sites.
  - In September 2015, the school opened a third site at Brook View in Wethersfield with five pupils on roll age 11 to 15.
  - In October 2015, a material change inspection increased the school's admission number from 22 to 29, and extended the age range from 11 to 16 years to 11 to 19 years.
  - In May 2017, a standard inspection judged the overall effectiveness of the school to be good.
  - In September 2021, a standard inspection judged the overall effectiveness of the school as requires improvement and independent standards were not met.
  - An action plan was evaluated in January 2022. It was judged to be not acceptable.

## 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 were previously unmet.
- This is the first progress monitoring inspection since the full standard inspection in September 2021. At the standard inspection, the school did not comply with all the independent school standards.
- This progress monitoring inspection was carried out with no notice.
- The inspector met with the headteacher who is also one of the proprietors, staff and pupils. The inspector also met with the school's designated safeguarding leader.
- The inspector spoke with pupils about their learning and their experience of school, including aspects of safeguarding. The inspector looked at pupils' work in a range of subjects.
- The inspector reviewed the information available on the school's website and documentation relating to safeguarding, including the single central record of pre-employment checks. The inspector discussed the arrangements to safeguard pupils with the designated safeguarding leader. They looked at records of safeguarding and staff training.
- The inspector looked at curriculum plans, schemes of work and pupils' individual learning plans. The inspector discussed the school improvement plan with the headteacher.

## Inspection team

Katherine Douglas, lead inspector

Her Majesty's Inspector



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