



Haddon Dene School

Independent School

Inspection report

DfES Registration Number 886/6022
Unique Reference Number 118962
Inspection number 296818
Inspection dates 8–9 March 2007
Reporting inspector Mr John Godwood

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

Age group 3–11	Published 3 April 2007	Reference no. 296818
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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

Information about the school

Haddon Dene School was founded in 1929 and still occupies its original site just outside the centre of Broadstairs. The school has 168 pupils aged 3 to 11 years. It is non-selective and provides additional support for pupils with specific learning difficulties, but currently has no children who have statements of special educational need. Class sizes are maintained below 20 pupils and are often smaller. Almost all pupils take the 11-plus examination in their final year. The school offers childcare in the Early Birds and After School clubs, which has yet to be registered.

The school aims *'to value the individual nature of each child'* and that *'every child, including the slower learner, must be given a sense of self-worth'*.

Evaluation of the school

Haddon Dene provides a good quality of education. Pupils are well cared for and given a good level of individual attention. They contribute well to the school community and grow in self-confidence. They behave well and their spiritual, moral, social and cultural development is good. Pupils make good progress as a result of good teaching and learning. The curriculum is satisfactory, but some aspects of the curriculum planning and assessment procedures are not fully developed. Most regulations are met.

Quality of education

The curriculum is satisfactory with good features. It includes a broad range of subjects. Pupils have regular lessons in information and communication technology (ICT) and, in addition to all the National Curriculum subjects, they have weekly swimming and French; older pupils also learn drama. Curriculum planning is sound, with suitable schemes of work for most subjects. It is a current school priority to develop the role of the subject coordinators and hence strengthen curriculum planning. There is satisfactory provision for pupils with learning difficulties, including additional tutorial programmes with the full-time learning support teacher.

There is no written curriculum plan for children of pre-school age. The teachers meet to plan weekly and, as they are very experienced, pupils make good progress. Pupils' knowledge and skills are assessed carefully from time to time but there is insufficient longer-term planning to ensure they progress in all areas.

Personal, social and health education (PSHE) is taught through other subjects. Although many elements are covered well, particularly in science, there is no overall planning to ensure that all elements are covered. As a result, for example, pupils' knowledge of public institutions is thin.

There is a wide range of clubs. Learning is enriched well through regular educational visits and through the contributions of visitors to the school. During the inspection, for example, some pupils took part in a public speaking competition at the Thanet Festival. Older pupils have an annual residential trip. Pupils benefit from good links with local schools and the community.

Teaching and learning are good. Teachers generally establish very good relationships with pupils so that they respond well and are willing to share their ideas. Pupils work well together and are respectful of one other's achievements and difficulties. Most, but not all, lessons are well planned and have a brisk pace. Teachers usually inform pupils of what they are going to learn, although they do not always review this well enough later in the lesson. Work is generally challenging and teachers use their good knowledge of pupils' abilities to provide support or extension work as needed. Pupils enjoy most lessons because the teaching is lively and interesting. Teachers often use practical resources to help pupils develop their understanding. However, they do not use ICT sufficiently as an aid to teaching and learning. In many lessons, teachers use questions well to involve all pupils in expressing their thoughts. However, in a few weaker lessons, teachers talk too much and pupils are passive. Homework is often used well to extend and deepen learning.

Literacy and numeracy are taught systematically and this enables pupils to make good progress, which is seen in their written work and in the high proportion of pupils that pass the 11-plus examination. Pupils also take National Curriculum tests in their final year. The results are above average in English and mathematics, but do not fully reflect the progress that pupils make.

Assessment is satisfactory overall, but variable in quality. All teachers keep records of pupils' attainment. The school records annual test results in English and mathematics in order to monitor progress and plan additional support. In a few classes there is good practice in sharing with pupils the level they have reached in their work and precisely what their next steps are, but this is not usual practice. Marking is regular, but comments do not always include clear guidance to pupils as to how to improve. Improvements to assessment practice are included in the school's action plan.

Spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, moral, social and cultural development is good. The school provides a supportive atmosphere in which relationships are very good. As a result, pupils grow in self-confidence and their ability to relate to others. Behaviour is good. Pupils are taught to be polite and to respect others. Pupils enjoy their education very much, which is reflected in very good attendance, high participation in clubs and the pride they take in their school.

Assemblies are effective in promoting spiritual awareness. Pupils regularly contribute to assemblies and gain confidence through speaking in public. Pupils gain a good understanding of their own culture through their work in subjects, visits and through assemblies. Their knowledge of other cultures is less well developed, but is promoted satisfactorily in assemblies and religious education.

The provision for teaching pupils about public institutions is satisfactory but is not well planned. This is partly due to the lack of a planned PSHE programme. Pupils make a good contribution to the school and wider community through fund-raising events and competitions and through older pupils helping younger ones. However, there are no arrangements for consulting pupils about their views on the school.

Welfare, health and safety of the pupils

Welfare, health and safety are good. Staff know the pupils well and are very caring. As a result, pupils are happy, trusting and confident. There is a good level of supervision. Pupils are taught well how to stay safe and keep healthy, with water bottles readily available in lessons and healthy meals cooked on the premises. Most aspects of health and safety are complied with rigorously and to a high standard. One point of concern was reported to the school, which took immediate action to rectify the situation.

The school has a good child protection policy, and staff are well briefed on their responsibilities through the staff handbook. However, the headteacher is the designated person for child protection and he is currently absent following surgery. The school should therefore as a matter of urgency appoint a substitute designated person and ensure that person is fully trained.

Parts of the site are not easily accessible for disabled pupils. The school has taken some steps to increase accessibility and has a three-year action plan to improve access further. The school maintains good attendance records. Its admission register fulfils almost all requirements except that occasionally amendments are made that obliterate the original entry.

Suitability of the proprietor and staff

The school is rigorous in undertaking all the necessary checks to ensure the suitability of staff to work with children.

School's premises and accommodation

The premises are adequate in size. Many of the classrooms are small, but are just adequate for the small size of the classes. The buildings are well maintained, with good attention to cleanliness and health and safety. The school is attractive, with good displays of pupils' work. Several areas of the school have been recently refurbished. A school library has been established. There is a specialist ICT room, an area for teaching science and small rooms for individual support. The school has a good sized hall. It is well off for washrooms, but does not have appropriate facilities for pupils who are ill.

The playground is adequate in size, with a separate area for the youngest children. The school uses local playing fields and swimming facilities for physical education. It has applied for planning permission for an extension that is designed to improve the facilities rather than to increase the pupil numbers.

Provision of information for parents, carers and others

The prospectus provides useful information about the school, including its aims and an overview of the curriculum. In response to the inspection the prospectus was amended to include the proprietor's name and address and details of the information that parents may obtain from the school on request, including the complaints procedure. As a result, the provision of information to parents, carers and others meets all regulations.

The school provides regular reports to parents on their children's progress and attainment. Parents appreciate the information they get from talking to teachers. The written reports are helpful, but the information about pupils' attainment is often rather general and lacking in precision.

Most parents are positive about the school, particularly their children's progress and the helpfulness of staff. However, a few feel that they do not get enough information about their children's progress.

Procedures for handling complaints

The school has a clear, written complaints procedure. In response to the inspection, the formal procedures have been strengthened to include a hearing before a panel and hence comply with all the regulations.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of the curriculum (standard 1) and must:

- provide personal, social and health education which reflects its aims and ethos (paragraph 1(2)(f)).

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- maintain an admission register in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 3(9)).

The school does not meet all requirements in respect of the premises and accommodation (standard 5) and must:

- provide appropriate facilities for pupils who are ill, in accordance with the Education (School Premises) Regulations 1999 (paragraph 5(l)).

What the school must do to comply with the Children's Act 1989: Part XA (as introduced by the Care Standards Act 2000)

- The school must register provision for before- and after-school care with Ofsted's Early Years Division.

What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- fully implement its action plan to assess pupils' attainment more rigorously and use this in planning lessons to match pupils' individual needs, tracking their progress, reporting to parents and informing pupils of their next steps in learning
- extend the use of ICT to support teaching and learning in other subjects
- formalise the curriculum planning for children below compulsory school age.

School details

Name of school	Haddon Dene School		
DfES number	886/6022		
Unique reference number	118962		
Type of school	Nursery and Primary		
Status	Independent		
Date school opened	1929		
Age range of pupils	3–11 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 74	Girls: 85	Total: 159
Number on roll (part-time pupils)	Boys: 5	Girls: 4	Total: 9
Annual fees (day pupils)	£2,550 to £5,025		
Address of school	Haddon Dene School 57 Gladstone Road Broadstairs Kent CT10 2HY		
Telephone number	01843 861176		
Fax number	01843 866253		
Email address	secretary@haddondene.co.uk		
Headteacher	Mr Neil Armstrong		
Proprietor	Mr Ali Khan		
Reporting inspector	Mr John Godwood		
Dates of inspection	8–9 March 2007		