

The Davenport Centre

Independent special school inspection report

DCSF registration number	886/6089
Unique Reference Number (URN)	133298
Inspection number	345373
Inspection dates	24–25 March 2010
Reporting inspector	Greg Sorrell

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A¹ of the Education Act 2002, as amended by schedule 8 of the Education Act 2005², the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

The Davenport Centre is special day school for pupils with emotional, behavioural and social difficulties which opened in 2000. It is one of two educational establishments within Ethelbert Children's Services. The company offers residential provision for young people and pupils. There are eight pupils on roll, all of whom have a statement of special educational needs. Some pupils have experienced significant prior disruption to their education. All are looked after and funded by local authorities who refer them to the school. The school is registered to take pupils aged from seven to eleven years of age. The Davenport Centre is located on the same site as a mainstream school, Newington Community Primary School, in Ramsgate where it has an agreement to access a range of facilities. The school was last inspected in June 2007. The centre's main aims are 'to provide a relevant curriculum that encourages the pupils to achieve their academic potential and manage their own behaviour so that they can make a positive contribution to the community and return to mainstream education where possible'.

Evaluation of the school

The Davenport Centre provides a satisfactory quality of education. The curriculum is satisfactory, although there is inadequate planning for personal, social and health education. The quality of teaching and assessment is satisfactory. However, there are weaknesses in the assessment of learning that have an adverse impact on lesson planning. The development of the pupils' spiritual, moral, social and cultural is satisfactory. The provision for pupils' welfare, health and safety is satisfactory, as are the arrangements for safeguarding. The centre has made satisfactory progress since the last inspection and meets most of the regulations for independent schools.

Quality of education

The quality of education is satisfactory. The curriculum is satisfactory and planning is informed by suitably modified schemes of work drawn from National Curriculum guidance. The quality of planning has improved since the last inspection with the exception of that for personal, social and health education (PSHE). There is a

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

suitably strong emphasis on English and mathematics each morning. Mornings also include topic work and field trips that embrace science, geography, history and religious education. Information and communication technology (ICT) is incorporated into other subjects. Topics include studies on the Second World War, religious, festivals, environments and animals. The afternoon sessions include creative activities such as physical education, art, music and drama. Regular opportunities are provided to support the pupils' social, emotional and behavioural needs through 'circle time' and tutorials where the pupils reflect upon the day's events. These times also address elements of PSHE. However, there is no coordinated plan for the subject which makes it difficult to see what issues have been covered and by whom. The curriculum meets pupils' needs as identified on their statements of special educational needs. Occupational and speech and language therapy and play therapy are provided as appropriate. The curriculum is enhanced through a range of visits to the local community, such as sports centres, galleries and public institutions, although there are currently no extra-curricular activities.

The quality of teaching and assessment is satisfactory. The teaching staff work well as a team and have a good knowledge of the pupils' preferred learning styles and behaviour. Their subject knowledge is satisfactory and complemented by visiting specialists for physical education, music and art. The staff manage the pupils' behaviour well and consequently disruptions to learning are minimised. Staff make good use of praise and reward systems to emphasise their expectations for pupils' behaviour which improves over time. The occasional use of sweets as rewards reduces the otherwise strong promotion of healthy eating. Relationships with pupils are good and staff work hard to promote good relationships amongst pupils, particularly when they are new to the class. The teaching of topics integrates subjects well, for example preparation for a visit to a wildlife centre included mathematics where the pupils considered how much fuel would be used by the mini-bus. Some pupils used a computer mapping program to establish the best route and all pupils made animal glove puppets in an art lesson. Worksheets and reading aloud about the habitat of badgers encouraged their literacy development. The use of assessment to inform lesson planning is unsatisfactory and leads to learning objectives being too broad and lacking in precision. The teaching staff acknowledge that additional training is required in this area. Although staff work very well as a team and teaching assistants are well deployed to support learning, their role in assessment is underdeveloped. There is little formal monitoring of classroom practice. The staff work well with the resources available, although there are too few reading books at an appropriate reading and interest level. Although, the centre tests pupils for specific reading difficulties, there are too few resources, including ICT programs, to offer support where these difficulties are identified.

The pupils make satisfactory progress in relation to their starting points, although some make good progress, especially where they have established regular attendance and improved attitudes to learning. For example, some pupils started the school unable to read and within a year had made more than two years progress.

Spiritual, moral, social and cultural development of the pupils

The spiritual, moral, social and cultural development of the pupils is satisfactory. The pupils enjoy coming to school, as seen by their cheerful greeting to staff on arrival and their good attendance which is a significant improvement compared to their previous settings. One pupil commented, 'This is the best school I've ever been to.' Discussions with pupils and their questionnaire responses confirm this view. Carers' responses also endorse this positive opinion. One stated, 'We have very good contact with staff and I'm pleased with all aspects of the school.'

The pupils' behaviour is satisfactory. Occasionally, pupils display challenging behaviour which is particularly evident when new pupils are admitted who experience difficulties in establishing new relationships. Pupils say that bullying is addressed by staff and they feel safe at school. They also say that they have trusted adults with whom they can share worries. Lunch is taken with mainstream peers and contributes well to their social development and preparation for moving on to other schools, for which they are suitably prepared.

The pupils are offered regular opportunities to consider the impact of their behaviour on others. They know the rules and sanctions and respond well to stars and certificates as rewards. There are no regular responsibilities around the classroom for them to undertake. Similarly, there is no school council, although there are regular opportunities for pupils to make their views known. They develop a satisfactory appreciation of other less fortunate than themselves through fundraising for charities.

The pupils are provided with a wide and varied range of visits to the community that support the curriculum and have a positive impact on their personal development. For example, visits to the Spitfire Museum and local wildlife centres support their topic work. They gain a sound understanding of cultural differences through visits to local places of worship, such as a synagogue, church and mosque. Furthermore, the cultural diversity of the staff and their peers promotes racial harmony which is evident. Curriculum events such as the French and Spanish weeks enhance pupils' understanding of other European cultures. Regular visitors to the school include a qualified nurse and the community police service, based on the school campus, who contribute to the pupils' growing understanding of public institutions.

Welfare, health and safety of the pupils

The school makes satisfactory provision for the welfare, health and safety of the pupils. The centre's policies related to anti-bullying, the health and safety of pupils on educational visits, behaviour and safeguarding take satisfactory account of the latest guidance and are properly implemented. Staff are trained to appropriate levels in child protection and first-aid and the proprietor ensures that practice is reviewed annually. The pupils are encouraged to live healthy lifestyles through the provision of healthy food and regular exercise, although the PSHE curriculum lacks structure. Risk

assessments and appropriate training is provided in behaviour management. The requirements for fire safety are met, as evidenced by fire warden training and systemic equipment checks and evacuation drills. Attendance and admission registers are kept according to the regulations. Recent improvements to the centre's entrance and future plans ensure the school meets the requirements of the Disability Discrimination Act 2002.

Suitability of the proprietor and staff

The school has rigorous recruitment procedures to ensure the suitability of all adults to work with the students. A single central register is maintained as required as a comprehensive record of all such checks.

School's premises and accommodation

The centre occupies a large classroom and small office area, separate but attached to the main school building which offers many appropriate opportunities for inclusion. The school enjoys a good relationship with the community school and has access to many of its facilities, for example the library, computer suite, science laboratory as well as dining and play facilities. The centre's own toilet facilities are inadequate for pupils and staff. The limited space is well used by staff who make good use of the local community for visits that support the curriculum.

Provision of information for parents, carers and others

The school provides parents, carers and local authorities with most of the required information. There are several ways in which it achieves this, notably through progress meetings, regular telephone calls and face-to-face meetings. The twice-daily meetings between carers and centre staff also provide valuable opportunities to exchange up-to-date information about the pupils' home and school experiences. The prospectus meets requirements, although there are no extra-curricular activities as described. Reviews for pupils looked after by their local authority and for those with a statement of special educational needs are held in a timely manner. Pupils' academic reports are written using a format which belongs to another of the proprietors' schools. Some of these reports focus too much on behaviour and provide too little information on the pupils' progress in knowledge, skills and understanding across the curriculum. In response to the pre-inspection questionnaires, all local authorities and carers indicated satisfaction with the provision. One local authority commented, 'Davenport has made a positive contribution to our young person.'

Procedures for handling complaints

The school has a set of well-known procedures which fully meet the regulations.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ('the Regulations'), with the exception of those listed below.³

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

- establish a written programme of activities for personal, social and health education that reflects the school's aims and ethos (paragraph 1(2)(f))
- provide classroom resources of an adequate quality, quantity and range and ensure that they are used effectively (paragraph 1(3)(f))
- establish a framework to assess pupils' work regularly and thoroughly and ensure this assessment information is used to plan teaching so that pupils can make progress (paragraph 1(3)(g)).

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

- provide sufficient washrooms for staff and pupils, including facilities for pupils with special needs, which take account of the Education (School Premises) Regulations 1999 (paragraph (5k)).

The school does not meet all requirements in respect of the provision of information for parents, carers and others (standard 6) and must:

- provide subject reports that include an appropriate focus on the pupils' academic progress in all the subjects taught (paragraph 6(6)).

³ www.opsi.gov.uk/si/si2003/20031910.htm

Inspection judgement recording form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education			✓	
How well the curriculum and other activities meet the range of needs and interests of pupils			✓	
How effective teaching and assessment are in meeting the full range of pupils' needs			✓	
How well pupils make progress in their learning			✓	

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development			✓	
The behaviour of pupils			✓	

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils			✓	
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School details

Name of school	The Davenport Centre		
DCSF number	886/6089		
Unique reference number (URN)	133298		
Type of school	Special day school for pupils with emotional, behavioural and social difficulties		
Status	Independent		
Date school opened	29 September 2000		
Age range of pupils	7–11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 7	Girls: 1	Total: 8
Number of pupils with a statement of special educational need	Boys: 7	Girls: 1	Total: 8
Number of pupils who are looked after	Boys: 7	Girls: 1	Total: 8
Annual fees (day pupils)	£24,804		
Address of school	c/o Newington Junior School Princess Margaret Avenue Ramsgate Kent CT12 6HX		
Telephone number	01843 589018		
Fax number	01843 589018		
Email address	franklynbrown2003@yahoo.co.uk		
Headteacher	Mr Franklyn Brown		
Proprietor	Ethelbert Children's Services		
Reporting inspector	Greg Sorrell		
Dates of inspection	24-25 March 2010		