

ISP Teynham

Independent Special School

Inspection Report

DCSF Registration Number	886/6090
Unique Reference Number	133310
Inspection number	330418
Inspection date	27 January 2009
Reporting inspector	Alan Lemon

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).

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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 Children, Schools and Families about the school's suitability for continued registration as an independent school.

This was a light touch inspection (LTI) which focused principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the school

ISP Teynham is a day independent special school owned by Integrated Services Programme (ISP). It provides 'a specialist service enabling looked after children and others to gain holistic support through an integration of academic, vocational, pastoral, therapeutic and special needs teaching'.

The school is in Teynham, near Sittingbourne in Kent, and is in the grounds of a large farm. The farm is owned by ISP but most of its 150 acres are rented to local farmers. A small amount of ground and some outbuildings are retained for vocational studies. The school is in modern, purpose-built premises. It was first registered in 1999 and its last inspection was in January 2006. The school is registered for 30 pupils aged 7 to 16 years. Currently there are 15 pupils on roll aged 8 to 16 years. These are made up of pupils in Key Stages 2 and 4. The majority of students are in ISP fostering. A very small number are placed by independent fostering agencies. Twelve pupils have a statement of special educational need identifying behavioural, social and emotional difficulties. Some pupils have additional learning difficulties, with communication, language and literacy in particular. Pupils' attainment on entry is almost always below that expected for their age.

ISP has a number of educational links, including local primary and secondary schools and colleges. It has an educational outreach service, providing support to schools in meeting the needs of their looked after pupils.

Evaluation of the school

ISP Teynham is an outstanding school because, together with ISP's support network for looked after children, it has an enormous impact on pupils' progress and achievement. The quality of education has improved since the last inspection and is now outstanding. A curriculum that is valued by pupils has been well envisioned, is implemented very effectively and is taught exceptionally well. Teaching and assessment have improved from a strong base and are now outstanding. As a result,

pupils are thoroughly engaged in learning and make outstanding progress, both academically and in their personal development. Their life chances are greatly increased and they are extremely well prepared for the future.

Quality of education

The curriculum is outstanding because ISP's very effective integration of academic, vocational, pastoral and therapeutic provision captures pupils' interest and helps them commit seriously to learning. The curriculum was judged to be very good in the previous inspection. It has maintained its strengths and has built successfully on these. The curriculum policy demonstrates a very clear vision. It is sharply focused on really good ways to engage pupils and with meeting their personal and educational needs.

The curriculum is implemented extremely well by a staff with substantial experience and expertise, who work together closely and make an excellent team. Implementation is assisted greatly by the high quality of educational resources, accommodation and stimulating environment at Teynham. This gives strong incentive to pupils to take an active part in learning opportunities, in contrast to their past experiences of refusing and losing these opportunities. Work and activities are balanced very effectively between the academic, vocational and practical. This is attractive to pupils because they are offered enjoyable farm-based work, such as looking after the chickens, gathering eggs and growing plants, vegetables and fruit. They learn about land management and also something of the business of economic production. Work-related skills, such as repairing bicycles and plumbing, add more to pupils' awareness of preparing for their future economic well-being. Academic work is acceptable to pupils because they have been helped to see the value of the accreditation it leads to. They also appreciate the sharply focused support to improve their literacy and numeracy skills. They benefit enormously in terms of their personal development and academic achievement from this broad and relevant curriculum.

Detailed planning ensures that the curriculum is appropriate to pupils' ages. In Key Stage 2 it has a distinct primary school quality and, reflecting the attainment of pupils, it combines very effectively aspects of Early Years Foundation Stage activities with work from the National Curriculum Key Stages 1 and 2 programmes of study. There is much to enjoy but also a strong emphasis on literacy and numeracy. Information and communication technology is very well resourced and is used by pupils constantly to support their learning. In Key Stage 4, pupils have a wide choice of accredited courses which provide them with opportunities for academic and vocational qualifications. It is possible for them to take up to 10 GCSEs as well as the Award Scheme Development and Accreditation Network's Gold, Silver or Bronze Awards alongside a host of useful shorter courses such as Life Saving and First Aid. Personal, social and health education (PSHE) incorporates careers education and guidance provided by a Connexions careers service adviser. PSHE, which includes citizenship, is a broad, well-planned programme promoting independence, awareness

of risk and appreciation of a healthy lifestyle, in particular. From Year 9 onwards, pupils have periods of work experience supported by a variety of local businesses.

Teaching and assessment are outstanding in Key Stages 2 and 4 because in lessons pupils are very well behaved and are focused on their work, contributing thoughtfully and sustaining their effort throughout. There are now more strengths in teaching than were seen during the previous inspection. Pupils' co-operation and willingness to work hard is helped considerably by the very good relationships between staff and pupils. There is a common sense of purpose, which is centred on making progress and achieving. As a result of thorough assessment, teachers know pupils well, and they set and regularly review targets aimed at improving behaviour and attitudes to learning. Pupils are positively engaged with these targets. Assessment results in substantial information on pupils' progress, which is used to plan their work and confirm that they are generally on track. However, assessment is not always used to analyse strengths and weaknesses in progress and to set academic targets. The position is stronger in relation to the analysis of pupils' learning difficulties, where teamwork between the speech and language therapist, educational psychologist and teacher results in sharply focused priorities for work on improving basic skills.

Pupils make outstanding progress as a result of much improved attitudes to learning and the substantial growth in their self-confidence. In Key Stage 2, the regular and intensive teaching of literacy results in pupils making rapid progress in speaking and listening, reading and writing. Similarly in numeracy, counting and calculation skills are very well consolidated. Examination results in Key Stage 4 give a clear indication of the considerable progress pupils have made, sometimes over short periods of time. All pupils are entered for GCSE and all achieve at least one A* to G pass, although most achieve at least two A* to G GCSEs. In 2008, three pupils entered for GCSE gained a total of 16 passes; one achieved 7 and another 8 GCSEs, including English and mathematics. In 2007, one pupil managed to pass 11 GCSEs which included short courses in geography, history and physical education.

Spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, moral, social and cultural development are outstanding, which is a considerable improvement since the last inspection. Pupils make huge strides in forming a positive outlook with regard to themselves and their future, which comes from rapidly increasing self-confidence and self-esteem. They attend well and Teynham, with all of its resources and its highly effective support for pupils, ensures that they quickly come to really enjoy their experiences in school. This gives them the incentive to behave much better and behaviour, overall, is outstanding. Relationships with staff and between pupils are very good, which makes it possible for all pupils to be considerate and helpful towards others. The citizenship curriculum is effective in teaching pupils about society on local, national and global scales, from which they gain a good understanding of public institutions and services in England. The school pays particular attention to pupils learning about and respecting people of different races and cultures, which is clearly reflected in how they treat each other. They willingly contribute in school and, in particular, to its enterprises such as rearing chickens and growing plants and vegetables. Pupils plan their own enterprises, such as raising money for good causes. Outstanding personal development and progress, together with experience of work-related learning, prepares them exceptionally well for their future economic well-being.

Safeguarding pupils' welfare, health and safety

The arrangements for safeguarding pupils' welfare, health and safety are outstanding. The wide network of ISP's provision for looked after pupils, including Teynham School, ensures that pupils are extremely well cared for and are very effectively supported in their lives and at school. This is achieved by an expert, multi-disciplinary team co-ordinating their work with carers, pupils, external support agencies and local authorities. Their work has an enormous impact on pupils' personal development and progress and represents much improvement since the last inspection. In school, policies and procedures to safeguard pupils are in place and meet requirements, including the non-compliance with regulations identified in the previous inspection. The school now also provides the appropriate facilities for pupils who feel ill. It has updated its plan to continue the improvement of access for the disabled, although the school has many good features facilitating the use of its premises by disabled people such as a lift to the first floor. The emphasis given by the curriculum to leading a healthy lifestyle and staying safe contributes significantly to pupils' well-being. In Key Stage 4, they study First Aid and Life Saving, while PSHE equips them with the knowledge of the risks to their health of substance misuse. At breaktimes, pupils are offered fresh fruit and have a healthy lunch. Posters on display also inform and encourage pupils about a healthy diet.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

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:

- analysis of assessment data in greater depth in order to identify any strengths and weaknesses in progress and then plan pupils' work and targets accordingly.

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	ISP Teynham		
DCSF number	886/6090		
Unique reference number	133310		
Type of school	Special		
Status	Independent		
Date school opened	1999		
Age range of pupils	7-16		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 13	Girls: 2	Total: 15
Number of pupils with a statement of special educational need	Boys: 10	Girls: 2	Total: 12
Number of pupils who are looked after	Boys: 13	Girls: 2	Total: 15
Annual fees (day pupils)	£28,880		
Address of school	Castlewood Farm Conyer Road Teynham Kent ME9 9EA		
Telephone number	01795 523900		
Fax number	01795 520035		
Email address	john.stevens@ispchildcare.gov.uk		
Headteacher	Mr John Stevens		
Proprietor	Integrated Services Programme		
Reporting inspector	Alan Lemon AI		
Date of inspection	27 January 2009		