

Keyham Lodge School

Inspection report

Unique Reference Number	131187
Local Authority	Leicester City
Inspection number	360226
Inspection dates	7–8 April 2011
Reporting inspector	Susan Lewis

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Community
Age range of pupils	11–16
Gender of pupils	Boys
Number of pupils on the school roll	54
Appropriate authority	The governing body
Chair	Andrew Norman
Headteacher	Nina Watts
Date of previous school inspection	5 March 2008
School address	Keyham Lane Leicester LE5 1FG
Telephone number	0116 2416852
Fax number	0116 2416199
Email address	nwatts@keyhamlodge.leicester.sch.uk

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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed the school's work and visited 14 lessons. They observed eight teachers and three higher-level teaching assistants. Discussions were held with members of the governing body, the leadership team, learning support assistants, students and some of the school's partners such as the School Improvement Partner and the education inclusion team. Inspectors analysed 17 questionnaires from parents and carers and 74 from students and school staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well do different groups of students progress and achieve, particularly those who have higher attainment on entering the school?
- How successful is the school's work to improve attendance?
- Has the school managed to maintain or increase the proportion of outstanding teaching despite all the changes in leadership and staffing?

Information about the school

Keyham Lodge is a small special school for boys with behavioural, social and emotional difficulties (BESD). Many have been poor or non-attenders before arriving at Keyham Lodge, or have had a disrupted education because of exclusion. Almost all students are White British and all have a statement of special educational needs. An increasing number have additional and more complex needs such as specific learning difficulties, attention deficit disorder (ADD) or autistic spectrum disorders (ASD). A much higher proportion of students than usual are known to be eligible for free school meals. Approximately 15% are in the care of the local authority. A high proportion of students arrive at the school very late in their educational career, often as late as Year 10 and 11.

The leadership team is entirely new since the last inspection. The previous headteacher now has an executive role and leads another Leicester special school with which the school is federated. From May 2011 the two schools will share a governing body and from January 2012 they will have a single executive headteacher as well as their own headteacher.

Six Year 6 students were on roll at the school at the time of the inspection. This is part of a more general expansion plan and Building Schools for the Future initiative whereby the school will ultimately double in size. The process for approval to change the age range for which the school caters is underway.

The school has numerous prestigious awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. Outstanding leaders and managers have improved the school's outcomes and provision further since the last inspection when these were good. Everyone associated with it is determined to give students the best opportunities in their personal and work lives when they leave the school. The school provides an exceptionally high level of care, support and guidance for students and this underpins everything that it does. Excellent partnerships with other agencies such as health and social care, the Youth Offending service and Connexions, as well as with neighbouring schools and colleges, help students to really address their challenges and re-engage with education. Highly effective support and work with parents and carers, as well as with the students, enable attendance and behaviour to improve rapidly for the very large majority. Despite being unacceptable at their previous schools, students' behaviour improves remarkably to become outstanding. It improves very significantly as students settle into the school and respond to the very effective behaviour management skills of all staff and the strong and motivating rewards systems. Attendance is broadly average, and improving because of the school's high quality work in this area.

All this, plus high expectations, and consistently good or better teaching, supported by an outstanding curriculum, enable students' outcomes to be outstanding. This is particularly the case in relation to students' personal development. Students mostly enter the school with very low levels of attainment. Although attainment remains low, the gap is being narrowed quickly. A significant minority do attain levels similar to others of their age, for example in English, art and physical education. Students make good and sometimes exceptional progress in their key skills such as reading, spelling and their use of information and communication technology (ICT), sometimes in a remarkably short time. This good progress overall in subjects is made because the school tailors courses to students very well. In addition, teachers have excellent subject knowledge, know their students well and generally use questioning and tasks well to really personalise the learning to students' needs. Occasionally, the questioning does not stretch everyone or teachers do not plan tasks that challenge and engage all students. Improvements in the range of courses available mean that all learners, whatever their background or needs, have opportunities to succeed and make similar progress. A very small number of students make less progress because of poor attendance.

Students have an excellent understanding of how to keep themselves safe and healthy. Along with excellent safeguarding procedures and practices, an excellent personal, social, emotional and health education programme promotes their spiritual, social and moral development extremely well.

The relatively new leadership team implements the excellent systems for monitoring the school's work very well indeed. Staff morale is high and all are excited by the new

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developments towards federation and expansion, but remain clearly focused on ensuring current students have access to the best possible experiences. Governance is good. The highly committed governing body shares the vision of the leadership team and is determined to help them achieve this. All this, plus the very strong development planning and highly accurate self-evaluation mean that the capacity for further improvement is outstanding.

What does the school need to do to improve further?

- Raise students' attainment and improve progress and achievement in all subjects to outstanding by:
 - improving attendance so that it is as good as or better than that of other secondary schools
 - improving the percentage of outstanding teaching, in particular ensuring all teachers use high-quality questioning and make use of the data available about students to challenge all students in all lessons.

Outcomes for individuals and groups of pupils

1

The school's outcomes are testament to the rapid progress that almost all students make after entering the school as they settle down to learning and their behaviour and cooperation improve remarkably. This is so whatever students starting points or level of needs. Students understand and value the clear behaviour management and reward systems, saying 'teachers really listen to me' and 'I know they care'. These very strong relationships and the sense of being respected and valued lead students to improve their confidence and feelings of self-worth. They feel safe to 'have a go' in lessons and really start to enjoy learning again.

High-quality individual and small group teaching enables some who find larger groups more difficult to concentrate on their learning, offer ideas and challenge themselves to achieve. In a Year 10 English lesson, for example, a student used his teacher's prompts well when revising for a GCSE English examination, identifying his own quotations. In a Year 10 humanities lesson students demonstrated a good understanding of the causes of the First World War and were keen to demonstrate what they knew, not simply about events but also about aspects such as the 'arms race'. Younger students entered their data with enthusiasm in an ICT lesson and showed excellent skills in using spreadsheets and word processing packages.

Students with ADD and ASD make good and sometimes exceptional progress in their communication, ability to concentrate and in their cooperation skills as well as in subjects and their personal development. This is because the additional support they receive from both teachers and teaching assistants takes careful account of the different resources, approaches to learning and management that they need.

Students' attainment has risen significantly in Year 11 since the last inspection and is on track to improve further this year. Indeed individual students' talents are so well nurtured that in some subjects individuals are on track to achieve a grade A in their GCSE examinations this year. Higher attaining students are very well challenged and make similarly good or better progress from their starting points. This is because the range of GCSE and vocational courses has been widened and support for achievement on these

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courses is systematic, highly personalised and of high quality. Students contribute extremely well to the life of the school and to that of the communities around them through charity work, open days and their visit programmes. They develop an excellent insight into a range of cultures, a keen sense of responsibility for their own actions, as well as a tolerance and awareness of others' different values and needs. They congratulate each other as they achieve gold level in the school's reward system, recognising how hard these were to earn and the huge improvement in behaviour and sensitivity to others that these represent.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is lively and staff are skilled at engaging students. Particular strengths lie in the excellent understanding teachers and teaching assistants have of students' personal challenges and needs, and their high expectations of students' behaviour and achievement. Occasionally, the work in group lessons could be more specifically tailored to individual students' current level of achievement. Students know their teachers believe in them and that they will 'never give up on me, whatever I do'. This means they almost always try their best in lessons. Students are particularly pleased with the progress they are making in developing their literacy and numeracy skills. The individual programmes they work on for this, as well as the ways in which class groups are organised in subjects like English and mathematics, support this very well. ICT is used very well indeed to

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motivate students to keep practising their spelling and other key skills. For example, in a Year 7 spelling lesson each student was working at a different level, but all cheered as they got 100% right on a list they had stumbled on before.

The use of alternative provision through extended work experience, college courses and work-related experiences as well as new BTEC courses has really helped reluctant attenders to re-engage and offered new opportunities for success and achievement to students. This has strengthened even further an already very strong curriculum. Excellent clubs and enrichment opportunities broaden students' horizons and cultural experiences further.

Excellent pastoral systems including key worker systems, school community meetings, counselling and other services mean that students feel, and are hugely supported, by the ethos of care and concern in all aspects of school life. This includes excellent arrangements for the next steps in students' education and life. Every student, including those who do not attend as regularly, has a clear destination next year. The school is not complacent, however, and constantly seeks different ways of engaging families and carers further. It is extending its range of home visits even more to support this.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers at all levels are highly effective, despite some being very new to their role. This is because of the excellent leadership of the executive headteacher and the acting headteacher. They share an ambitious vision with all staff and have instigated systems for checking on and improving the school's work that are putting this into practice. They have also built a high-quality leadership team to support this. Staff are very clear about the school's priorities and are determined to achieve them. Staff and indeed student morale is high. Governance is good. Governors have played a key role in supporting the school towards federation and are developing their role in challenging the school well.

Parents and carers and other partners are proud to be associated with the school, which draws on such partnerships extremely well to help students have access to more high-quality learning experiences and to keep students safe. Safeguarding is excellent. The school is meticulous in following guidance and ensuring all the necessary checks are carried out. The school itself contributes well to community cohesion, helping others through its partnership working, links with the educational inclusion team and its National Standard school status to understand the needs of different communities and learners. It works hard to ensure all learners and staff have equal opportunities and access to

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experiences and this aspect is outstanding. It is successful in ensuring that the very large majority of its learners make up a significant proportion of the ground they have lost previously because of underachievement and so attain increasingly closer to others of their age. The school makes highly effective use of the resources available to achieve such outstanding outcomes and provides excellent value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

Just under a third of families returned the questionnaire and inspectors also had access to the school's own information about families' and carers' views. Parents and carers are overwhelmingly positive about the school and are particularly pleased with the way it keeps their children safe, helps them to live healthy lives and prepares them for the future. In the rare instances where parents and carers had concerns, these related to individual children's specific needs and they still praised the school for doing 'everything that it can'.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Keyham Lodge School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 17 completed questionnaires by the end of the on-site inspection. In total, there are 54 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	59	6	35	1	6	0	0
The school keeps my child safe	10	59	7	41	0	0	0	0
My school informs me about my child's progress	12	71	4	24	0	0	0	0
My child is making enough progress at this school	9	53	7	41	0	0	1	6
The teaching is good at this school	13	76	4	24	0	0	0	0
The school helps me to support my child's learning	9	53	7	41	1	6	0	0
The school helps my child to have a healthy lifestyle	10	59	7	41	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	6	35	11	65	0	0	0	0
The school meets my child's particular needs	11	65	5	29	0	0	1	6
The school deals effectively with unacceptable behaviour	12	71	4	24	1	6	0	0
The school takes account of my suggestions and concerns	8	47	8	47	1	6	0	0
The school is led and managed effectively	10	59	7	41	0	0	0	0
Overall, I am happy with my child's experience at this school	13	76	3	18	1	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 April 2011

Dear Students

Inspection of Keyham Lodge School, Leicester, LE5 1FG

It was a pleasure to visit Keyham Lodge recently. Thank you so much for talking with us and completing the questionnaires. It was good to hear how much more positive many of you feel about life since coming to Keyham. We were particularly pleased to hear how safe you felt at Keyham and how well the school is helping you to live a healthy life.

We found your school to be outstanding and one which really helps you to improve your behaviour and achievement. The teaching is good and teachers help you to enjoy your learning much more. You achieve very well indeed in your personal development and in the way you take responsibility for your actions and your own learning. You make good progress overall in your learning. We were pleased to see how most of you improved your attendance. You progress well in all of your subjects but make particularly good progress in your English skills and in subjects like art and ICT. In other subjects such as humanities and science it was good to see your enthusiasm and how carefully you thought about the questions your teacher asked you. The people who lead the school do an excellent job, have developed an excellent range of courses for you to study both inside and outside school, and run the school very well indeed. This means an increasing number of you are attaining levels closer to those of others of your age.

We have asked the school to do the following in order to make it even better.

Improve your skills, knowledge and understanding even more by:

- improving attendance so that it is as good or better than at other secondary schools
- ensuring that teaching is even better, and particularly the ways in which teachers use questions to challenge you to think even harder.

You can help too, by making sure that you all come to school every day so that you make the best of all the excellent support and courses that the school has to offer.

Yours sincerely

Susan Lewis

Lead inspector

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