

Marjory Kinnon School

Inspection report

Unique Reference Number	102554
Local Authority	Hounslow
Inspection number	355210
Inspection dates	6–7 July 2011
Reporting inspector	Denise Morris

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	4–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	162
Of which, number on roll in the sixth form	5
Appropriate authority	The governing body
Chair	Julia Chia
Headteacher	Denise Morton
Date of previous school inspection	26 March 2008
School address	Hatton Road Feltham TW14 9QZ
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Introduction

This inspection was carried out by three additional inspectors. They observed 22 lessons taught by 20 teachers. Meetings were held with staff, senior leaders, pupils and members of the governing body. Inspectors observed the school's work and looked at school documentation including planning documents, pupils' work, assessment and tracking data, and safeguarding policies. A total of 77 parents and carers responded to the inspection questionnaire. The inspection team also reviewed questionnaires from staff and pupils.

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

- The impact of new initiatives on teaching and learning.
- The effectiveness of the new assessment and tracking procedures.
- The contribution of senior leaders and managers, including the governing body, to overall outcomes for pupils.

Information about the school

Marjory Kinnon School is a larger than average sized special school. The pupils present moderate and complex learning needs or autism. Approximately one third of the pupils come from families who speak an additional language at home. A few are at the early stages of speaking English. A few pupils are in the care of the local authority. The school also has a Healthy Schools award. The current headteacher has been in post for just over 18 months.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. Purposeful leadership by the headteacher has resulted in many new initiatives since her arrival. These are just beginning to have an impact on the school and, though still satisfactory in most aspects, some areas are improving rapidly. Pupils' behaviour has been a strong focus for development over the past year and it is now good. Most pupils are polite and kind to each other and respond well to adults. Many are keen to work and enjoy their activities. Parents and carers are pleased with the school and are supportive of the new leadership. 'We feel that the school is strongly improving. My child enjoys school, genuinely, and this is difficult for him to achieve' wrote a parent.

Pupils' achievement is satisfactory overall although it varies across the school. Pupils in the primary department achieve well. Older pupils make satisfactory progress from their individual starting points so that by the time most leave the school in Year 11 to go to college some, particularly those with moderate learning difficulties, achieve GCSE's and entry levels. Students in the sixth form make satisfactory progress and also have the opportunity to take accredited and vocational qualifications. Those with autism spectrum disorders, those who are looked after by the local authority and those who speak English as an additional language achieve as well as their peers. Children get off to a satisfactory start in the Early Years Foundation Stage. Teaching is satisfactory with strengths in the positive relationships and the good use of information and communication technology (ICT) to support learning. Assessment procedures have improved since the previous inspection and are beginning to be used well to plan the next small steps of learning. This is best in the primary classes where individual needs are well met because tasks are carefully tailored to each pupil's abilities. Consequently, teaching is stronger in Years 2 to 6 than in other year groups and together with pupils' improved behaviour and attitudes, results in good progress in these classes. Marking, particularly in the secondary department, is inconsistent and does not always help pupils to improve. In most areas of the school, work is developing to ensure that the curriculum engages pupils and helps them to enjoy school. For pupils in Years 7 to 9 the curriculum is more limited and planning does not regularly detail tasks for individual pupils. Pupils know how to lead healthy lives but do not always make healthy choices of food. Pupils' social and moral development is improving rapidly and fosters their good behaviour. However, there are weaknesses in pupils' cultural development because the school's strategy for community cohesion, though strong in its local aspects, is in the early stages of developing links further afield.

Accurate self-evaluation means that the headteacher knows what the school does well and what needs improving. She has embedded her ambition for the school by driving many improvements, particularly by improving the behaviour of pupils, by developing good links with parents and carers, by introducing an appropriate assessment and tracking system that is beginning to show better progress, by providing high quality training for staff and

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by developing a strong mentoring partnership with leaders from another local school. Other senior managers and the governing body are supportive and are aware of their responsibilities. Many are new to their roles, and are not yet fully effective in monitoring or challenging the school. Consequently, there is a satisfactory capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and learning particularly for pupils in the Early Years Foundation Stage and Years 7 to 13 by:
 - embedding the new assessment and marking policy firmly in all classes
 - ensuring that the curriculum meets the needs of all pupils and provides more opportunities for them to follow healthy lifestyles
 - monitoring teaching rigorously and holding teachers to account for their pupils' progress.
- Develop the roles of senior managers and new members of the governing body so that they can take a more active part in developments and robustly monitor and evaluate the work of the school.
- Improve pupils' cultural development by extending the community cohesion strategy so that current links with schools further afield are fully embedded.

Outcomes for individuals and groups of pupils

3

Most pupils' attainment on entry to the school is extremely low as a result of their special educational needs and/or disabilities. For this reason, attainment is unlikely ever to rise above low, compared to pupils nationally, and attainment is not graded in the report. Nevertheless, all groups of pupils achieve at least satisfactorily from their starting points. Those in Years 1 to 6 achieve well and make better than expected progress, particularly in literacy, language and communication, because of well-planned activities that fully meet their needs. For example, some very detailed planning in Years 5 and 6 enabled pupils to improve their understanding of punctuation, particularly speech marks. Because different tasks were planned for each pupil they were all able to achieve at their own level and write simple sentences accurately. Similarly, in Years 3 and 4 where pupils were learning about the different parts of stories, they showed good understanding of how to write a beginning, middle or end of a story because tasks were well prepared so that they all succeeded in writing small parts of the 'Cinderella' story. They showed good understanding of evocative vocabulary because of a strong emphasis on using 'exciting' words. Older pupils in Years 7 to 11 make satisfactory progress because learning tasks are not always as appropriate to their abilities. Some missed opportunities to engage pupils by using real resources impacted adversely on the quality of learning observed in these classes. In science in Year 10, for example, a lack of real resources limited pupils' understanding of how plants adapt to their environments. However, good learning in Years 7 to 9 was evident in a mathematics lesson where pupils were learning how to write decimals. In this lesson, good demonstration and effective use of literacy skills to support the learning of mathematical language helped all groups of pupils to succeed. Pupils in

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Years 10 and 11 make satisfactory progress towards their academic and vocational accreditation. These help to prepare them appropriately for their futures.

Pupils' good behaviour is evident in and around the school and is reflected in their positive views and polite attitudes. They have a sound awareness of keeping safe and staying healthy. The curriculum provides pupils with clear awareness of sex education and the dangers of smoking and drug misuse. It is less strong for promoting a good understanding of healthy-living issues. Pupils are offered healthy choices at lunchtimes. In Years 3 to 6, in particular, the curriculum has had a major impact on pupils' enthusiasm and knowledge of healthy eating but this is not replicated throughout the school. Pupils all know that eating fruit and vegetables is good for them but do not all adhere to this and unhealthy rewards are provided in some classes. Older pupils keep fit through access to community facilities such as a gymnasium and swimming pool. Pupils contribute appropriately to their school with simple jobs and also to the community through work experience. Effective links with a local hotel is helping older pupils to prepare for work with mock interviews. A link with Feltham Young Offenders has resulted in girls being given the opportunity to take part in the Duke of Edinburgh award scheme. Pupils regularly raise money for different charities, such as Red Nose day. Their understanding of the cultures and lifestyles that are different than their own is more limited.

These are the grades for pupils' outcomes

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

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

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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How effective is the provision?

In the primary department and in the sixth form there are good examples of how staff have worked together to create a rich and varied curriculum. Improved practice is beginning to infiltrate into the Year 7 curriculum but other year groups are not as developed. Some well-planned enrichment activities and visits help pupils to learn about their own locality and they frequently use the local shops to practise their communication and mathematical skills. Accredited and vocational courses for pupils in Years 10 and 11 help them to interact locally and improve their independence. Pupils with autism spectrum disorders and those who speak English as an additional language benefit from appropriate tasks tailored to their needs.

Questioning is a strength of successful lessons helping to extend pupils' understanding. Most lessons, particularly in the classes for younger primary-aged pupils, have clear learning objectives showing that teachers have high expectations of pupils' successes. There are particular strengths in the level of in-class support provided for individual pupils, including those with autism spectrum disorders, enabling them to be fully included in lessons. Assessment information is beginning to be used well in planning, particularly in the primary department, and data show that pupils' progress is improving. Not all teachers adhere to the marking policy; consequently, some pupils are unclear about how to improve their work.

Effective links with a wide range of agencies and professionals ensure that pupils' personal needs are appropriately met. Induction and transition procedures are good so that new pupils quickly find their way around, and older pupils transfer smoothly to college or the next stage of their education. Strategies to support pupils whose circumstances make them vulnerable and those who are looked after are effective and result in full inclusion and enjoyment by these groups. Procedures to improve attendance are rigorous and good procedures to involve parents and carers in their children's learning and attendance have been successfully introduced. These are particularly effective in the sixth form where parents and carers regularly engage with learning in class.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher has led the school carefully through a turbulent period with several changes in leadership and staffing. She has high expectations and is embedding her ambition by putting many new systems and strategies in place to drive improvement forward. Recent accurate self-evaluation has focused the whole school community on the

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way forward. The headteacher is appropriately supported by leaders and staff though several are new to their roles. Parents and carers are pleased with the new leadership. 'Leaders have put a huge effort into this school and it has really paid off', wrote one parent. Safeguarding procedures have improved and staff training has increased. Vetting procedures are fully secure and pupils feel safe at school. New initiatives are all beginning to improve pupils' learning but have not yet had time to embed right across the school. Leaders promote equality and eliminate discrimination appropriately. Pupils have equal access to all the opportunities and all groups are effectively monitored to show that they make at least satisfactory progress. Governors are eager to be fully involved in the school's management and meet their statutory responsibilities. They are developing an appropriate strategy for community cohesion and are keen to develop wider links. Appropriate local links promote effective working relationships with schools, colleges and businesses. Sound partnerships such as that with British Aviation Authority (BAA), who offer work experience, have a positive impact on preparing pupils for their futures. Regular and robust links with parents and carers contribute well to pupils' learning and attendance.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enjoy their time in the class which they share with older pupils in Year 1. Their attainment on entry to the school varies year by year but is low generally; outcomes are beginning to improve. They make at least sound progress in their personal, social and emotional development because of careful support and appropriate attention to safety. Children behave well and respond to peers and adults eagerly. They play safely and most make appropriately healthy choices of food. A few have limited ability to communicate but staff encourage understanding by giving children as many choices as possible. Children make the best progress in communication, language and literacy. For example, during some individually planned activities children showed that they could use Makaton signs or

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the Picture Exchange Communication System effectively to answer questions and make a choice. They made good progress as they chose from a range of activities such as water play, number sorting, outdoor sand play and indoor painting. In other sessions, however, there was too little emphasis on developing social interaction with their peers, limiting their progress in personal and social skills.

Staff expertise has improved recently. The outdoor area is used appropriately to promote physical skills and exploration. Assessment procedures have improved and give an accurate picture of each child's progress. Planning is detailed and has improved through the good support of external advisers. Leaders are well on the way to improving planning so that it more fully meets the needs and abilities of all groups of pupils and offers more interactive choices. Sound leadership results in children's achievements being checked frequently. Photographic and annotated evidence shows that most children benefit from a broad range of sensory and practical activities that appropriately meet their needs.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Sixth form

The leader is new but has made a good start to the role by developing appropriate strategies to take the sixth form forwards. Some good foundations have been laid in all aspects of provision. Accreditation is being built securely into the curriculum and includes activities and opportunities for the development of students' personal and life skills. An appropriate range of accreditation ensures that students are better prepared for their futures. Links have been forged with a local college and all students attend one day weekly. Transition has improved and regular parents' and carers' groups ensure that they are fully involved in guiding their children's futures. Records of achievement show how students planned their own graduation party, choosing healthy food. No students were in school at the time of the inspection as they had already left school for the summer. Evidence of their work, however, shows that they make at least satisfactory progress during their time in the class. Records and past photographs show that students achieve appropriately on their courses and that the separate and different approach to that in the main school is beneficial in raising self-esteem and improving students' preparation for the future.

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These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Views of parents and carers

Parents and carers are pleased with the school and a high number responded to the questionnaires. 'I am very pleased with everything and everyone at this school. My son has settled in really well' wrote one parent. Another commented, 'My child has been given so much by the Marjory Kinnon team. Confidence and happiness, always looking forward to each school day. It has given him belief in himself which he lacked before.' The vast majority said that their children enjoy school and that the school keeps them safe. They feel that their concerns are listened to by the school. A few do not feel that their children make enough progress. Inspection evidence found pupils make satisfactory progress overall and some, particularly in Years 2 to 6, make good progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Marjory Kinnon 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 162 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	61	28	36	1	1	0	0
The school keeps my child safe	45	58	29	38	1	1	0	0
My school informs me about my child's progress	44	57	30	39	2	3	0	0
My child is making enough progress at this school	36	47	30	39	10	13	0	0
The teaching is good at this school	40	52	34	44	2	3	0	0
The school helps me to support my child's learning	33	43	38	49	4	5	0	0
The school helps my child to have a healthy lifestyle	30	39	42	55	3	4	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)	35	45	33	43	4	5	1	1
The school meets my child's particular needs	37	48	32	42	4	5	0	0
The school deals effectively with unacceptable behaviour	32	42	38	49	1	1	1	1
The school takes account of my suggestions and concerns	34	44	39	51	1	1	0	0
The school is led and managed effectively	38	49	35	45	3	4	0	0
Overall, I am happy with my child's experience at this school	42	55	30	39	2	3	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



8 July 2011

Dear Pupils

Inspection of Marjory Kinnon School, Feltham TW14 9QZ

Thank you for your help in our recent visit to your school. This letter is to tell you some of the things we found out during our visit.

- Your school gives you a satisfactory education, which means you make the progress expected of you.
- You told us that you enjoy school and most of you come as often as you can.
- You achieve appropriately in your lessons and courses and those in Years 2 to 6 make good progress.
- You told us that you try to be healthy but you know that sometimes you eat too much chocolate and too many cakes. We know you try to do lots of exercise.
- Your behaviour has really improved so that it is now good. Most of you try hard to be polite and you work well together. Well done for this.
- Your leaders keep you safe.
- We know that you regularly raise money for different charities. Well done.

We are asking your school to do three things to help you to do even better. You could help by making sure you choose healthy foods to eat and take lots of exercise.

- To improve teaching so that you all make good progress in your lessons and courses and so that you learn more about being healthy.
- To help some of your senior leaders and the governing body to check your work more thoroughly.
- To improve your understanding of life in other parts of this country and other countries.

Thank you again for your help.

Yours sincerely

Denise Morris

Lead inspector

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