

Kelford School

Inspection report

Unique Reference Number	106968
Local authority	Rotherham
Inspection number	377504
Inspection dates	22–23 September 2011
Reporting inspector	Declan McCarthy

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

Type of school	Special
School category	Community special
Age range of pupils	2–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	91
Of which number on roll in the sixth form	17
Appropriate authority	The governing body
Chair	David Trickett
Headteacher	Nick Whittaker (Executive)
Date of previous school inspection	21 January 2009
School address	Oakdale Road Kimberworth Rotherham S61 2NU
Telephone number	01709 512088
Fax number	01709 512091
Email address	kelford.special@rotherham.gov.uk

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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 11 lessons taught by nine teachers. Meetings were held with a group of parents and carers, groups of pupils, three members of the governing body and staff. They observed the school's work, and looked at a range of documents, including policies to promote the safety and well-being of pupils, the systems for recording and tracking progress, the school development plan, annotated photographs and digital recordings of pupils' activities and a sample of pupils' work. Questionnaires returned by staff, pupils and 21 parents and carers were scrutinised.

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

- How consistently assessment is used in lessons, to provide pupils who have different learning needs with feedback on their progress, particularly those identified with additional special educational needs.
- How well monitoring of teaching and learning by middle leaders impacts in building capacity to improve.
- The way in which the staff take into account the small stages of development in recording progress within the Early Years Foundation Stage.
- The aspects of sixth form provision which have developed rapidly since the previous inspection.

Information about the school

Kelford School caters for pupils with severe learning difficulties or complex needs. All pupils have a statement of special educational needs. Most have severe learning difficulties. A minority have either an autistic spectrum disorder, moderate or profound and multiple learning difficulties. A small minority have additional hearing or visual impairments. There are fewer girls than boys. A high proportion of pupils is known to be eligible for free school meals. The large majority of pupils are of White British heritage. A few pupils are in the early stages of learning English and a few are looked after by the local authority. There are 13 children in the Early Years Foundation Stage. Since the last inspection there have been a number of changes. The school has been re-accredited with Healthy School status. The school is closely linked with its partner special school, with the headteacher managing both schools. The school has been designated as a specialist school for physical and sensory needs.

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?

2

The school's capacity for sustained improvement

2

Main findings

Kelford is a good school. Outstanding care, guidance and support have led to significant improvements in pupils' personal development, particularly in their consistently good behaviour and in their excellent efforts to stay as healthy as possible. Good links with parents and carers are reflected in their positive views of the school. For example, one parent said, 'I can't praise this school enough for helping my child to meet his potential. The staff are so helpful and caring and the school feels part of our extended family.'

Generally good teaching enables most pupils to make at least good progress from their often low or very low starting points. Teaching is nearly always good in the Early Years Foundation Stage and is consistently good at Key Stages 2, 3 and 4 and in the sixth form. As a result, pupils build up their knowledge, understanding and skills systematically as they move through the school and leave as well-rounded individuals who are well-prepared for the next stage of their lives. Occasionally, at Key Stage 1 teaching is satisfactory, rather than good, because the skills of literacy and numeracy are not always promoted well enough in different topics or based on pupils' prior learning. As a result, pupils' progress at Key Stage 1 is satisfactory. On the other hand, a few individual pupils, particularly those with profound and multiple learning difficulties, make outstanding progress as a result of outstanding support provided for their learning. Assessment is nearly always used well to match tasks closely to different abilities and to provide feedback to all pupils on their learning. As a result, pupils with different abilities and aptitudes, including those with an autistic spectrum disorder and those with additional sensory impairments, make equally good progress. The highly relevant curriculum provides good opportunities for the promotion of pupils' learning and personal development. This is seen in pupils' enthusiasm for learning in lessons and in their good spiritual, moral, social and cultural development.

The school has sustained and built effectively upon the good practice identified by the previous inspection and has succeeded in making significant improvements in relation to pupils' personal development. This demonstrates its good capacity for further improvement. Senior leaders make good use of the outcomes of monitoring of teaching and learning to drive improvements forward and establish accurate self-evaluation. They have enabled middle leaders to develop their roles significantly in monitoring school performance and the quality of provision. Middle leaders are beginning to use the information gained in order to identify priorities for

improvement although the school recognises that this practice is not fully embedded. Members of the governing body are very supportive of the school and ensure statutory requirements are met. However, they do not always check the effectiveness of each aspect of the school's work for themselves through systematic and focused visits.

What does the school need to do to improve further?

- Improve pupils' progress in literacy and numeracy at Key Stage 1 from satisfactory to at least good by creating more opportunities to apply these skills across different topics and ensuring they always build progressively on pupils' previous learning.
- Further improve the effectiveness of school leadership and build on its current strengths by:
 - ensuring middle leaders make full use of the information from their monitoring of teaching and learning to set clear priorities for development
 - ensuring members of the governing body create a schedule of focused visits to form their own view of the school's effectiveness and use this to influence school development planning.

Outcomes for individuals and groups of pupils

2

It is inappropriate to judge pupils' attainment against national norms because most have severe or complex learning needs. Therefore, judgements on pupils' achievement are based on their learning and progress. Pupils' achievement is good and they greatly enjoy their learning. The schools' detailed and accurate recording of pupils' mainly good and sometimes outstanding progress was confirmed in lessons, where most pupils made at least good progress. In almost all lessons, pupils concentrated on their learning tasks because activities were interesting and they were able to make free choices, for example, between horticulture and cookery. Pupils with autistic spectrum disorder and those with additional multi-sensory impairments make particularly good progress in communication and social interaction skills due to the outstanding support provided for their learning. This includes the consistently good use of a variety of communication aids such as the Picture Exchange Communication System (PECS) and the use of signing and objects of reference. Pupils' good progress in Key Stage 2 is consolidated at Key stages 3 and 4 where pupils achieve well in their accredited courses. For example, this is the first year that four pupils in Year 11 successfully passed GCSE courses in physical education, showing a positive impact of the school's specialist status on pupils' achievement.

Pupils' good behaviour has a positive impact on their learning and achievement. Pupils make very healthy food choices and, where relevant, they consistently adhere to their medical programmes. They exercise vigorously and with great enthusiasm, as seen during swimming and all participate as well as possible in the international annual sports event held in the city. Pupils are very proud of their school. They make a good contribution to their community by, for example, taking on class or whole-school jobs, through the active school council, and through charitable work.

Pupils' attendance is average and there are very few unauthorised absences. When pupils are ill or absent due to essential hospital treatment, the school makes every effort to help pupils to catch up with learning. Pupils reflect on their actions, develop their self-esteem and experience a sense of awe and wonder in many of the opportunities provided. For example, pupils rose extremely well to the occasion when performing live in front of an audience of several hundred in the 'S Factor' competition. They develop a good appreciation of diversity through their active participation in sports events and through activities, such as the celebration of a Mexican birthday.

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	*
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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
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	2

How effective is the provision?

Teaching is good. There are outstanding features: strong relationships, consistent management of behaviour, and the use of a variety of well-chosen activities and resources. Good use of assessment in formulating personal learning plans for each pupil ensures that learning is matched well to the different abilities and aptitudes of pupils. Brisk, lively teaching was seen in nearly all lessons and strong team work with teaching assistants enabled all pupils to make equally good progress.

The curriculum is highly relevant to pupils' individual needs with a strong emphasis on the development of literacy and numeracy across different subjects or topics, although this is less well developed at Key Stage 1. There are good partnerships with other schools and colleges, which impact positively on learning and personal development. Strong links with the partner school have led to wider choices in learning. These include an accredited catering course and increased opportunities for pupils to develop friendships and social skills in learning alongside pupils from a different school. The links with the sports college and the development of an exciting, 'S Factor' live performance considerably enrich pupils' learning and personal

¹The 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.

development. There are good opportunities for pupils to develop work-related learning and independence, by practising office skills and working in the sixth form reception area.

Outstanding links with external professionals have a very positive impact on pupils’ learning and well-being. For example, during school holidays parents and carers benefit from the on-going support of health professionals and therapists. The school goes out of its way to ensure that parents and carers are shown how to use particular aids for mobility and learning and provides these to them as and when required. This also demonstrates the positive impact of the school’s specialist status. Excellent arrangements are in place to ensure a very smooth transition for the youngest children on admission to school and for the oldest students on transfers to college. Parents and carers confirm that the youngest children settle into routines very quickly and the oldest students transfer to college with great confidence.

These are the grades for the quality of provision

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

How effective are leadership and management?

The highly effective senior leadership team has instilled confidence in middle leaders and created good opportunities for them to monitor and evaluate their areas of responsibility. As a result, middle leaders have gathered a wealth of information about the impact on pupils’ learning. They are beginning to use this in order to identify whole-school priorities for development, but this practice is not yet embedded across the school. However, since the last inspection there has been good improvement in developing the role of middle leaders. They monitor teaching and learning in a variety of ways, such as observing lessons, scrutinising pupils’ work, checking teachers’ planning and data that tracks pupils’ progress. No discrimination is tolerated in the school and all pupils enjoy full access to what the school offers. The promotion of equality is good rather than outstanding because some pupils in Key Stage 1 are not making as good progress in literacy and numeracy as those in other key stages.

Governance is satisfactory. The governing body provides good support for the school and parents and carers. However, it has not formed its own view of the effectiveness of different aspects of the school’s work. The school has thorough vetting procedures to check the suitability of all staff and visitors to work with children. The promotion of safeguarding lies at the heart of the school’s work. High levels of supervision during breaktimes, as well as a very secure system for entry to the school and secure perimeter ensure that safeguarding requirements are implemented well. Leaders ensure that the curriculum provides good opportunities for promoting safeguarding through, for example, planning safe ways to travel to and from college. The school also promotes community cohesion well. It has evaluated its action plan and has built in further opportunities for pupils to experience and appreciate diversity. For

instance, there are themed days, which are opportunities for students to participate with others in the wider community and in sporting events. Good engagement of parents and carers in their children’s well-being, their participation in their children’s reviews and in planning for transition are key strengths. The school recognises the need to provide more opportunities to engage parents and carers in the promotion of their children’s learning. The school uses its resources well to enable pupils to achieve good outcomes overall and it, therefore, provides good value for money.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage is good. A wide range of relevant learning opportunities, in both the indoor and outdoor learning environment, fire children’s imaginations and develop their natural curiosity. Good teaching and strong team work are evident. The strong emphasis on literacy, numeracy and information and communication technology ensures children develop their language and communication skills well. They make particularly good progress in communication and social interaction skills because adults always engage in children’s activities and provide a predictable structure based on the achievement of very small steps to learning. Children quickly settle into their routines and there is a good range of opportunities to enrich learning, enabling children to take part in activities they would not normally encounter. Good leadership has ensured that all the learning and welfare requirements are met and that learning opportunities are continually improving and support the progress of all groups of children, including those with more complex needs.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Sixth form

The sixth form provides a good education for students. Students of all abilities make good and sometimes outstanding progress, particularly in developing their independence skills and in the range of accredited courses. They increase their confidence and, through excellent partnerships with local colleges, are well prepared to follow vocational courses of their choice, such as horticulture. The curriculum is highly relevant to their needs and has a strong vocational element. Students are enabled to make choices and this instils further confidence in them as learners. Assessment is used well to track progress. Good leadership has ensured that the curriculum has improved significantly, with much stronger links within the community than at the previous inspection. Full advantage is taken of the close working relationship with the partner school, for the benefit of both sets of students. The school shares a house in the centre of the town with students from the partner school, which greatly extends opportunities to participate in community activities. This considerably enhances students' personal development. Students are highly motivated in succeeding in the courses they have chosen. As a result, all gain places in further education when they leave school.

These are the grades for the sixth form

Overall effectiveness of the sixth Form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

Although a relatively low number of parents and carers returned their completed questionnaires they expressed overwhelmingly positive views of the school with no concerns raised. All parents and carers believe the school is led and managed well, that their children are making good progress as a result of good teaching and that the school keeps their children safe. They believe that behaviour is managed well and in discussion they all praised the high quality care which enabled their children to grow into confident individuals who are able to make decisions and choices for their future. Inspectors found that behaviour was good and nearly all pupils made good progress as a result of generally good teaching.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kelford 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 21 completed questionnaires by the end of the on-site inspection. In total, there are 91 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	86	3	14	0	0	0	0
The school keeps my child safe	18	86	3	14	0	0	0	0
The school informs me about my child's progress	18	86	3	14	0	0	0	0
My child is making enough progress at this school	15	71	6	29	0	0	0	0
The teaching is good at this school	17	81	4	19	0	0	0	0
The school helps me to support my child's learning	17	81	4	19	0	0	0	0
The school helps my child to have a healthy lifestyle	15	75	5	25	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)	15	79	4	21	0	0	0	0
The school meets my child's particular needs	15	75	5	25	0	0	0	0
The school deals effectively with unacceptable behaviour	16	84	3	16	0	0	0	0
The school takes account of my suggestions and concerns	17	81	4	19	0	0	0	0
The school is led and managed effectively	17	81	4	19	0	0	0	0
Overall, I am happy with my child's experience at this school	17	81	4	19	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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.



26 September 2011

Dear Pupils

Inspection of Kelford School, Rotherham, S61 2NU

Thank you for making the inspection team feel welcome when we visited your school recently. We enjoyed watching you learn in lessons and seeing the good progress you are making. Your behaviour is good and you are kind and considerate to each other. We found that teaching is good and enables you all to achieve well. The school provides excellent care, guidance and support for you. This helps you to have a positive start when you enter the school and a confident transfer to college when you are in the sixth form. This was confirmed by your parents and carers, who praised the work of the staff in helping you to do so well. Outstanding partnerships, particularly with Hilltop, extend the learning opportunities for the older pupils and students. Excellent links with other professionals have a very positive impact on your personal development. Your school is well managed and continues to improve. There are two things I have asked the school to do to make it even better for you.

- Make sure that those of you in Years 1 and 2 are developing your literacy and numeracy skills as well as possible in other topics.
- Make sure that teachers who are leaders use the information from checking the school's work to make improvements and that the governors visit the school regularly to find out how good it is for themselves.

Keep trying your best and continue to work hard in your activities.

Yours sincerely,

Declan McCarthy
Lead inspector

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