

Kirkleatham Hall School

Kirkleatham, Kirkleatham Village, Redcar, TS10 4QR

Inspection dates 27–28 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils are happy at school and all make at least good progress from their individual starting points. This is in all subjects, including reading, writing, communication and mathematics.
- Excellent relationships and consistent behaviour management across the school result in pupils' outstanding behaviour.
- Pupils are well cared for and feel safe at school. Pupils are openly supportive and caring of each other. The school buzzes with a positive and vibrant ethos.
- Since the last inspection, leaders have developed a sensory base within school to provide support and experiences for pupils who find it the hardest to learn. These pupils have exceptionally detailed learning programmes and this result in them making outstanding progress.
- The senior leadership team, including governors, are driven to make Kirkleatham Hall the very best it can be for pupils. All areas for improvement set at the last inspection have been fully met and teaching and achievement have continued to improve. The school is very well prepared for the future.
- Children's learning in the Early Years Foundation Stage is of the highest quality. Throughout the school, pupils' spiritual, moral, social and cultural development is also outstanding.
- The quality of teaching is good because focused staff activities ensure that everyone understands the needs of all pupils in the school.
- The sixth form is good. Students experience an interesting and varied curriculum that prepares them well for life after school.

It is not yet an outstanding school because

- There are areas of outstanding practice across the school but this is not consistent.
- The extensive range of information staff have about pupils is not consistently used to accelerate pupils' progress and achievements even further.

Information about this inspection

- The inspectors observed 11 lessons, two of which were joint lesson observations with the headteacher. They also made a number of other short visits to classrooms.
- Discussions were held with members of the governing body, pupils, senior leaders and staff. A conversation was held by telephone with a representative of the local authority.
- A range of school documents were examined including the school improvement plan, the school's data of pupils' achievement, records relating to behaviour, safeguarding, attendance and the minutes of the governing body meetings.
- Inspectors took account of the 10 parental responses to the on-line questionnaire (Parent View), letters and information that were sent to the inspectors and responses from the staff questionnaire.

Inspection team

Michele Crichton, Lead inspector

Additional Inspector

Sally Hicks

Additional Inspector

Full report

Information about this school

- Kirkleatham Hall is a day special school. The school serves a wide geographical area.
- All pupils have a statement of special educational needs. Pupils have a wide a range of complex learning and development needs. An increasing number have medical conditions and autistic spectrum conditions.
- The proportion of pupils known to be eligible for pupil premium funding is well above the national average.
- Most pupils are of White British origin.
- The school has links with local schools and colleges and is part of a school sports partnership, sharing a school sports coordinator with another school in the area. The school is part of a trust with five local secondary schools and three primary schools. The secondary schools involved are Bydales School, Laurence Jackson School, Redcar Academy, Rye Hills School and Sacred Heart School. The primary partners are Castleton Community Primary School, Glaisdale Community Primary School and Zetland Primary school. College partners are Prior Pursglove College and Redcar and Cleveland College. Business partners are Coast and Country Housing, Darlington Building Society, Teesside University, The Centre for Process and Innovation and The Sage (Gateshead).
- Since the last inspection, a new headteacher has been appointed and the school has maintained its awards and accreditations.

What does the school need to do to improve further?

- Ensure teaching is more consistently outstanding in order to accelerate pupils' progress by:
 - sharing the highly effective practices that already exist within the school
 - ensuring that progress data is understood and used by all staff, including support staff
 - ensuring that leaders at all levels monitor and evaluate how staff use this knowledge in their planning and to set even more challenging targets.

Inspection judgements

The achievement of pupils is good

- All pupils enter the school with very low levels of attainment. Good, and for some outstanding progress, is made from their individual starting points.
- Girls, boys and different pupil groups, including those eligible for the pupil premium, all achieve equally well.
- Reading, writing and mathematics are systematically developed across all key stages and this continues into the further education section of the school. Prior learning and understanding are thoroughly built upon.
- Reading and writing activities are meaningful, and importantly, they are enjoyable. Mathematics is developed, for example, through practical problem solving, such as buying goods at the shop then returning to school to weigh and then cook the ingredients to make cakes or pizzas.
- For students in post-16 provision, frequently success is in entry level functional skills or in the Duke of Edinburgh award scheme. Occasionally, when pupils are very able, access is made to GCSE level qualifications.
- Outstanding progress is made by all pupils in their social and communication skills. This is because staff take every opportunity to talk and discuss with pupils, ask for their opinions and views, and ensure high quality responses.

The quality of teaching is good

- The quality of teaching is good and sometimes it is outstanding. In the majority of lessons, pupils benefit from a highly personalised learning environment that meets their needs well. Activities which are well matched to pupils varying abilities, strong team-work and highly sensitive support are frequently seen during lessons for all year groups.
- Occasionally, not every teacher applies their detailed knowledge of pupils' current levels of learning to planning lessons or setting targets that enables all pupils to make the maximum progress possible.
- Teachers and support staff create a very positive and supportive atmosphere for learning. All staff use questioning techniques that are highly effective. This means that all pupils feel comfortable in learning new things and have the confidence to give their views and 'have a go.'
- Achievement is enhanced when pupils are fully involved in their own learning. For example, in an outstanding lesson pupils had to explain fully the method each of them used to get their answer to a mathematics problem by 'talking it through.' This meant that pupils understood there were a range of methods to use and that different problems might need different ways to solve them. This also contributes significantly to their outstanding communication skills.
- Reading, writing, communication and mathematics are developed well individually and across different subject areas. Pupils' work is regularly marked sometimes with extensive comments about the quality of their work and where learning moves to next.

The behaviour and safety of pupils are outstanding

- Behaviour is consistently outstanding and is exemplary. Pupils are considerate and supportive of each other, and polite and respectful to staff. Pupils and school records confirm that this is typical of behaviour in the school.
- All pupils have excellent attitudes to learning. There are numerous opportunities to develop independence and self-confidence which is maintained throughout the school.
- For example, children in the nursery have 'tidy up' activities and students in the further education section present and speak on topics at other schools or hold thoughtful discussions

about the lives of people from across the world.

- Pupils say they feel safe and know that they can turn to any member of staff if they need help or support. They say there is no bullying in school but are aware that it can take place. They are aware that it might not just be face to face bullying but through emails or texts.
- Pupils are proud of their school. Older students are eager to talk about the construction of their new further education building which is soon to be built on site. Over lunch one student related, 'We'll have a common room and our own kitchen and not have to be in the cabin. It will make us more grown up'.
- The vast majority of parents are overwhelmingly in support of staff and are extremely happy that their child attends the school. A number of parents took the time to write directly to the lead inspector to relay how their children have developed. Typical comments were, 'Kirkleatham is an excellent school which excels in giving our very special children an excellent education throughout their school lives'. Almost every parent repeated the same phrase that their children hate being away from school and 'ask to go back constantly in the holidays.'
- Attendance is good for a school where pupils have a high number of medical needs. There have never been any exclusions at Kirkleatham Hall.

The leadership and management are good

- Senior leaders, including governors are highly ambitious for pupils to have a successful time at Kirkleatham Hall. There are excellent partnerships with outside agencies and with other schools. Leaders maintain and use these links well.
- All pupils have equality of opportunity to learn. There are a range of curriculum activities, experiences and learning opportunities at every stage of learning that are tailor made to the individual. This means that by the time pupils leave the school they have some form of accreditation.
- Systems used to check the school's performance are thorough, rigorous and accurate.
- The school's governors, leaders and managers monitor the quality of teaching closely to ensure that staffs' skills and understanding of the pupils is high. There are regular 'exchange day' events. This means that every teacher swops place with another year group or special need area to achieve a global view of all pupils.
- Senior staff ensure that they hold regular meetings with schools in the local area to ensure the precision of data and assessment methods. However, the benefit this accuracy brings is under developed. This is because leaders and managers do not fully monitor and evaluate how this information is used by teachers in their planning or in setting the most challenging targets for pupils.
- The highly effective teaching and learning practices that already exist within the school are not regularly shared with others so that the high achievement is consistent across the school.
- The local authority provides light touch support for this good school. Much liaison has taken place regarding the new further education build so that it fully meets the needs of students.
- Pupils' spiritual, moral, social and cultural development is outstanding. This is because there are many opportunities to learn through visits in the local and wider community and to use these visits in a way that is meaningful and relevant to pupils. For example, they dress up like Vikings following a visit to Ormesby Beck or make edible models of Roseberry Topping.
- **The governance of the school:**
 - The governing body provides support and challenge in equal measure to promote the best achievements of all pupils. Its members are as enthusiastic as staff in the continuous drive for school development. They have a clear view of the next steps needed and know the school very well. The governing body ensure that its statutory duties are met and safeguarding arrangements meet current requirements through regular monitoring by selected governors and by ensuring all staff training is up to date. The governing body understands the school's data (including the progress of pupils known to eligible for the pupil premium funding) and recognises that pupils' achievements are positive. The governing body has already set the

performance management targets for the headteacher and understands the link between teachers' performance and pay progression.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111777
Local authority	Redcar and Cleveland
Inspection number	401199

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	3–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	118
Of which, number on roll in sixth form	20
Appropriate authority	The governing body
Chair	D Thomson
Headteacher	K Robson
Date of previous school inspection	13 July 2010
Telephone number	01642 483009
Fax number	01642 480054
Email address	kirkleatham_hall_special_school@redcar-cleveland.gov.uk

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