

Keyham Lodge School

Keyham Lane, Leicester, LE5 1FG

Inspection dates 21–22 January 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- Students enjoy attending this school and achieve well. They make good progress in English and mathematics and leave school well prepared for their next steps in education or training.
- Despite the fact that some students join the school partway through their secondary school education with previous difficulties in attendance and conduct, the school community works hard to help them catch up with their learning.
- Teaching is usually good and some is outstanding. The best teaching is lively. It encourages students to join in and to respond with considerable enthusiasm to their learning.
- Behaviour and safety are excellent. The school has a very strong commitment to meeting the social and behavioural needs of every student.
- Relationships between staff and students are excellent. Staff ensure that students settle down quickly to work each day.
- Leaders and managers, including the governors and local authority, work effectively together to improve teaching and achievement. Despite some instability at senior leadership level, the school has managed to maintain a good standard of education for its students.
- School leaders have successfully established the federation with Millgate School. This is having a positive impact on students' achievement.

It is not yet an outstanding school because

- Teachers do not always make full use of assessment information to challenge students to do their best or to guide them in their next steps in learning.
- Sometimes, questioning is not used well to develop students' thinking and analytical skills.
- When teaching assistants' subject knowledge is not strong, they do not provide the support and challenge students need.
- School self-assessment and improvement planning are not evaluative enough nor do they include precise measures to assess the impact of the action taken by leaders and staff.

Information about this inspection

- The inspection team observed 14 lessons. Ten of these lessons were observed jointly with different members of the senior leadership team.
- Discussions were held with students, a representative of the local authority, governors and the leadership team.
- There were insufficient responses from parents to the online questionnaire (Parent View) to provide an analysis of their views. The team considered the school's recent survey to which it received 20 responses.
- Inspectors looked at students' work in lessons, together with a range of documents. These included information on keeping students safe, school improvement and self-evaluation documentation and data on students' progress.

Inspection team

Rosemary Mackenzie, Lead inspector

Additional Inspector

Kate Robertson

Additional Inspector

Full report

Information about this school

- Keyham Lodge is a community special school for students with social, emotional and behavioural difficulties (SEBD). Some students also have associated mental health or moderate learning needs. All students have a statement of special educational needs or are awaiting statutory assessment.
- Many of the students have had disrupted education through poor attendance, exclusion and behavioural difficulties prior to arriving at Keyham Lodge. Unlike most secondary schools, they arrive at different times in their school career.
- A very large majority of the students are eligible for support through the pupil premium funding. This is additional funding provided to the school for students who are known to be eligible for free school meals or who are looked after by the local authority. The school also receives 'catch up' funding to support Year 7 pupils who begin at the school with low levels of attainment.
- Since 2012, a few girls have been admitted. They have their own separate social and learning base, but work alongside the boys for the majority of their lessons.
- In November 2011, Keyham Lodge was federated with Millgate School. A similar school for SEBD students. The two schools share an executive headteacher and a single governing body.
- The executive headteacher is a National Leader of Education.
- There has been some instability in senior leadership posts at Keyham Lodge over the last few years. This includes providing leadership support to Millgate school and a subsequent restructure of the leadership teams.
- A review of the staffing structure across the two schools has recently been completed. There are now joint leadership roles, including subject responsibilities, across the two schools. The governing body has newly formed joint committees.
- The school uses several alternative providers to deliver vocational qualifications including Leicester College, U turn and VESA (vocational educational support.)
- There were some Year 6 students on roll at the time of the inspection.
- The school is part of a Schools Build project and moves into new purpose-built premises this Easter. The school will expand and provide for double the number of students including more girls and Year 5 pupils as well as more Year 6 pupils.

What does the school need to do to improve further?

- Raise the proportion of good and outstanding teaching by ensuring that:
 - teaching staff use assessment information to give students challenging work and clear feedback on their next steps in learning so they make rapid progress
 - targets for learning and those used in support programmes are precise enough for staff and students to understand what they are expected to achieve
 - teaching staff consistently use questioning to further develop students' thinking and analytical skills in lessons
 - teaching assistants have sound subject knowledge and develop the skills they need to enable them to challenge and support students to make progress that is at least good.
- Ensure that school self-evaluation and improvement planning are evaluative and identify clear measures for success that are related to students' learning and progress.

Inspection judgements

The achievement of pupils is good

- Students make good progress over time given their differing starting points and additional learning needs. This is because there is a strong focus on addressing social, mental health and behavioural needs on entry to the school. Consequently, students focus better on their work, develop highly positive attitudes to learning and, therefore, make good progress. As a result, their skills, knowledge and understanding across a wide range of subjects improve.
- The Key Stage 2 pupils also make good progress in English and mathematics. This is because they have a dedicated programme of study and are supported by skilled staff to settle them into learning.
- Girls also make good progress over time, including in English and mathematics. This is assisted by their ability to study in their girls' base or alongside the other students.
- Many students join the school lacking the full range of skills needed to read and write fluently. The school has a 'reading champion' who helps them to catch up rapidly with their reading skills.
- Targeted learning support for individuals and groups is enabling all students to make good progress in mathematics and English. Effective additional tuition is provided for identified students.
- Students supported by the pupil premium make at least expected progress in mathematics and English.
- Staff expertise from both Millgate and Keyham Lodge is helping to identify the best courses to be provided. Consequently, students leave school with a wide range of qualifications including GCSEs, Entry Level and BTEC qualifications.
- Students' skills and knowledge are carefully checked when they start at the school, and individual students' progress is carefully monitored. Teachers have regular progress discussions with senior leaders. However, the school does not always effectively use the data it collects to inform the learning of individual students or groups of students in lessons to ensure that all make the best progress they can.
- Able students make good progress and are usually extended well in lessons. However, staff do not always use questioning to challenge students' thinking in order to help them to develop their analytical skills. Targets for learning and within additional support programmes are not always sharp and clear to all staff or the students themselves, and this sometimes limits attainment.
- Year 7 'catch up' funding was used for a summer transition project enabling the students to build their social and team-building skills so as to help them to learn more effectively. This has had a positive impact on students and helped them to settle into learning quickly, bearing in mind their previous difficulties in attendance and conduct.

The quality of teaching is good

- Teachers have high expectations of students in lessons for their academic performance and conduct.

- Teaching in English and mathematics is good. In one lesson, the students were highly motivated and excited while analysing a play by Shakespeare. This was because the teacher had provided interesting resources, such as contrasting film clips of a newsreader and an actor in a theatre introducing the play, for them to examine. These made the introduction to the play accessible and enjoyable to students. Consequently, students developed clear understanding about the play.
- Staff are skilled at managing students' behaviour and, as a result, learning is rarely interrupted. Students who leave the classroom continue their studies under close supervision in quiet areas and return to class with the group as soon as they are ready to work calmly alongside their peers.
- Students report that they are proud of the improvements in their reading skills, which has been a focus of the school. They enjoy the reading for pleasure sessions too. Students particularly appreciate that the school purchases additional books that they identify during the lunchtime computer club.
- In the best lessons, teachers have strong subject knowledge and students are enthusiastically engaged in learning. Marking and dialogue are constructive and promote the development of students' thinking and analytical skills. In these lessons, assessment information is used skilfully to ensure that students make the best progress they can.
- In the few instances where teaching requires improvement, assessment information is not used with sufficient rigour to challenge students to do even better, and marking and dialogue do not provide students with clear guidance on their next steps in learning. Consequently, progress is less good in these cases.
- Whilst teaching assistants have good relationships with students and manage behaviour well in lessons, their skills to promote learning are not consistently effective. Sometimes, subject knowledge is not strong enough or questioning and dialogue are not sharply focused on developing students' ability to think through a problem or a more difficult idea.
- The two schools in the federation are beginning to share subject expertise and facilities. Some students earned the reward of going to the recording studio at Millgate to produce a song that was played during the Christmas dinner.

The behaviour and safety of pupils are outstanding

- The behaviour of students is outstanding. There are excellent systems for managing conduct. These include a very effective reward system that is appreciated by students. Gold award students earn privileges such as first into lunch, a free choice of clubs and special outings. They are pleased that their ideas from the schools council are taken up, such as the provision of milkshakes at lunch time for students who earn gold.
- The staff are very skilled at de-escalation of situations that might lead to problems. For example, there is an on-site therapist who provides counselling and advice. There are weekly meetings to discuss problems and, each morning, the staff greet the pupils as soon as they arrive outside the building and deal with any concerns. They carry on talking with students through breakfast club or take students outside for an activity before assembly to help them to get into the right frame of mind for learning.

- Students are able to explain how the 'My Plan' self-analysis of conduct works and helps them to improve their own behaviour, while helping staff to determine the best way to approach individuals who are experiencing difficulties. For example, students assess whether they like to be talked to by a member of staff or left alone to recover when they are finding things difficult. The current 'My Plan' format has been developed using expertise from both Keyham Lodge and Millgate schools.
- Students take a pride in their work and some were particularly pleased that they can now read. One student was extremely proud that he is on track to study A levels and to go to university.
- The school's work to keep pupils safe is outstanding. The school works closely with health and social care colleagues to keep students safe, both in the school and when studying at alternative sites. The students discuss relevant topics, such as abortion and transgender issues, and any bullying is dealt with immediately and effectively.
- There are 'e-safety champions' in school, and students are able to have mature discussions about the major current issues with social media sites. They are fully aware of the associated risks of using these websites.
- The school has worked to reduce exclusions significantly and raise attendance. Although attendance is low, it is improving rapidly.
- Behaviour and conduct is particularly well monitored and analysed to keep students safe and participating in learning, both in the main school and while off site with alternative providers.
- Students learn to manage risk, including by being trained to use public transport safely and through working in a gym alongside members of the public.
- The school site has been kept safe while the new building is being constructed alongside the current school.

The leadership and management are good

- The executive headteacher has supported Millgate school as a National Leader of Education and brought the two schools' leadership teams together to enable them to share expertise. Across the two schools, leaders are developing partnerships to improve teaching, learning and subject knowledge. For example, both schools are using the same approach to behaviour management and have worked successfully together on improving the students' 'My Plan' analysis of conduct.
- All leaders and managers are fully committed to the strategic development of the federation and can see the benefits of sharing expertise and working together.
- The executive headteacher and head of school have a strong partnership and have created a strong culture for improvement and climate in which all staff promote good conduct and keep students safe and well. They provide high-quality leadership development for subject and middle leaders, who are now beginning to take an effective role in driving their areas forward. For example, one member of staff has studied dyslexia and analysed all students' learning needs. This is now guiding the development of support programmes in English and mathematics.
- Leaders and managers adapt the range of courses to provide more GCSEs and work-related learning studies.

- Careers advice is good and all students are well prepared for college or training. All school leavers had a suitable place in college or on an apprenticeship scheme. This year, a student is preparing for university so the school is providing him with additional science studies.
- The literacy coordinator is using assessments well to guide individualised support programmes in English and numeracy, commencing this academic year. The aim of this is to raise attainment and GCSE grades in these subjects.
- There is a strong focus on improving mathematics this year with the appointment of a new mathematics specialist to lead the subject.
- The school places emphasis on students' spiritual, moral, social and cultural development. Themed weeks relate to other countries, cultures and religion. The breakfast and lunch clubs are used to develop social and work-related skills. The school ran a day for the builders of the new school and their families to meet the students and understand their needs.
- **The governance of the school:**
 - The governing body has made considerable improvements to its committee structure to hold the school to account more effectively. It has very strong links with the local authority and it provides the challenge to drive the school forward.
 - Governors have a very wide and useful range of professional expertise which enable them to challenge the school effectively. For example, the Chair of the Governing Body has identified that the school's improvement plan and self-assessment are not precise or evaluative enough and has asked the school to address these shortcomings. School leaders have yet to do this due to staff absence and the recent staffing restructure.
 - The governors have led the staffing restructure, which is now complete.
 - They are fully aware of the pupil premium funding and the effect it has had on learning in the school.
 - Governors ensure that safeguarding procedures meet all statutory requirements.
 - Governors have sound performance management procedures and understand how performance management and pay systems link together.

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	131187
Local authority	Leicester
Inspection number	431570

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	10–16
Gender of pupils	Boys
Number of pupils on the school roll	60
Appropriate authority	The governing body
Chair	Shaun Whittingham
Headteacher	Chris Bruce
Date of previous school inspection	7 April 2011
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