

# West Kent Health Needs Education Service

40 Teddington Drive, West Malling, Kent, ME19 5FF

**Inspection dates** 22–23 January 2014

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

## Summary of key findings for parents and pupils

### This is a good school

- Pupils, most of whom have been unsuccessful in a mainstream school setting, become much more confident learners and make good progress during the time they spend supported by the service
- This good progress happens regardless of whether they are taught in a small group on one of the three sites or by a tutor in the home or other appropriate setting.
- The relatively small proportion of primary age pupils and the few students in the sixth form make as much progress as others. Pupils are well prepared for moving on.
- Teachers are well qualified, committed and often highly experienced in working with a wide range of vulnerable pupils. The quality of teaching is good and improving over time.
- The environment is calm and the behaviour on each of the sites is good. Pupils feel safe and secure wherever they are working.
- Pupils have the opportunity to develop their skills in English and mathematics and to study a wide range of subjects. Their learning programmes are shaped to meet individual needs.
- Both pupils and their parents speak highly of the support provided by the service which results in pupils gaining self-esteem and attending more regularly. Liaison with parents, particularly through the work of the pupil services managers, is very effective.
- The service is well led, works well with other agencies and as a result, is highly effective in meeting pupils' needs.
- The management committee is making a strong contribution to ensuring that leaders do the right things to improve the service.

### It is not yet an outstanding school because

- Teachers do not always give sufficiently clear messages to pupils about what they are learning and why, and work is not always consistently well marked.
- Work provided by teachers is not always hard enough for pupils, particularly the more able.
- Many of the pupils need even more intensive work to build their confidence and self esteem and improve their attendance.
- Some groups of pupils, particularly those on tuition programmes, boys who find difficulty with their writing and those known to be eligible for free school meals, do not always make good progress.

## Information about this inspection

- The inspection team observed 15 part-lessons, seven of which were jointly observed with the headteacher.
- Inspectors observed pupils at breaktime and lunchtime and on arrival and departure and met formally and informally with several groups of pupils.
- The lead inspector held meetings with members of the senior leadership team, other leaders with responsibility for aspects of the school’s work, and four members of the management committee.
- Inspectors discussed lessons they had seen with teaching staff and examined a range of documents including various policies, the self-evaluation, the school improvement plan and data about progress, achievement, exclusions, attendance and behaviour. Inspectors read several letters from parents outlining their opinions of the work of the service and case studies of pupils who had been supported by the service.
- Inspectors looked at various samples of pupils’ work from those attending on-site and those receiving tuition and spoke to pupils about their work in lessons.
- Inspectors took into account 21 parents’ responses to Ofsted’s online Parent View questionnaire and questionnaires completed by 35 members of staff.

## Inspection team

Steve Williams, Lead inspector

Additional Inspector

Jackie Blount

Additional Inspector

## Full report

### Information about this school

- The West Kent Health Needs Education Service (WKHNES) provides education for pupils living in West Kent with a range of health needs, including those who are too unwell to attend their home school or whose illness has reduced their school attendance to less than 50%.
- Pupils remain on the roll of their mainstream school and are educated by the WKHNES for varying lengths of time, averaging around eight months. The older secondary-age pupils are more likely to be on roll for longer periods.
- Around half of the pupils are supported through home tuition and around half attend one of the three sites based in Leybourne, Pembury and Seal.
- The majority of the 130 pupils (62%) are in Years 10 and 11, 19% are in Years 7 to 9 and 13% are of primary age. The remaining seven students are over 16, most of whom have been previously on roll and have missed much of their education in Year 11.
- There are more boys than girls, few come from minority ethnic backgrounds and currently only one pupil speaks English as an additional language.
- Pupil premium funding, which provides additional funding for specific groups including looked after children, pupils known to be eligible for free school meals and children of service families, is allocated by Kent County Council. The WKHNES does not have separate allocation of pupil premium funding because this funding goes directly to the pupils' main education provision elsewhere. Similarly, the pupils' main education provision also receives any primary sports funding for which they are eligible.
- None of the four current Year 7 pupils is known to be eligible for Year 7 catch-up funding, which is for pupils who did not achieve the expected Level 4 in reading or mathematics at the end of Key Stage 2.
- The proportion of disabled pupils and those with special educational needs supported through school action plus or by a statement of special educational needs is very high (at 100%). This is because all pupils meeting the criteria for referral to WKHNES are judged to have special educational needs.
- One student attends alternative, off-site education provision for one day a week at Hadlow College.

### What does the school need to do to improve further?

- Improve the quality of teaching across the service in order to ensure that achievement is outstanding by:
  - making sure that pupils' work is always carefully matched to their levels and that groups of pupils who achieve less well than the rest are given extra support
  - giving clear messages to pupils about what they are learning and why
  - building pupils' confidence and self-esteem by the more systematic use of praise and rewards in the classroom
  - ensuring that the marking policy is applied consistently across the service.
- Work even more closely with other agencies to ensure that, when appropriate, the return to mainstream school is both speedy and effective.

## Inspection judgements

### The achievement of pupils

is good

- The achievement of pupils is good because of the rapid progress they make while on roll at WKHNES. Most pupils are making very slow progress before they start their education at one of the centres or on the tuition programme, often as a result of persistent absence from school or serious illness. Their rate of progress then accelerates rapidly; for example, most of those who completed their Year 11 programme in 2013 made progress in English and mathematics in line with their peers in mainstream education while at WKHNES and a significant proportion secured at least five good GCSEs including English and mathematics.
- Pupils on all three sites make rapid progress in a range of subjects in their lessons. They are prepared well for their future life through personal, social and health education lessons and through the mentoring programme, both of which make an important contribution to pupils' wider moral, spiritual and cultural development as well as their personal, social and emotional development. In one mentoring session, for example, Key Stage 4 pupils were developing skills for independence through a group activity requiring them to arrange a class visit. One pupil recognised the challenge for her but appreciated the way in which this work was building her self-confidence and preparing her for the next stage in her life.
- Secondary age pupils on tuition programmes make similar progress to their peers, attending classes on one of the three sites and the small number of primary age pupils, all of whom are on tuition programmes, make good progress in their literacy and numeracy skills given their starting points and the barriers to their learning resulting from, for example, their medical conditions. The seven sixth form students are making significantly more progress than they did in Year 11. The one student educated off-site at Hadlow College is being supported in preparation for further education in land-based studies.
- Although both boys and girls are making good progress, boys achieve less well than girls, particularly in English. Boys are less good at producing extended pieces of writing.
- The attainment of pupils known to be eligible for pupil premium funding is lower than that of other pupils, and there has been limited progress on closing this gap in attainment in the past, because the funding has not been transferred to the service to provide targeted support. Those eligible for pupil premium funding are now progressing more rapidly because of additional support being provided.
- Pupils achieve well in reading, writing, speaking and listening because teachers support them in the development of these skills and provide good opportunities for pupils to practise them.

### The quality of teaching

is good

- The quality of teaching is good across all sites and in most subjects. This results in the pupils at Key Stages 3 and 4 who attend lessons at one of the centres (Woodview, Hawkwell or Seal) making good progress.
- Teachers are knowledgeable about their subject and often show passion and enthusiasm for what they teach. This inspires confidence and engagement among the pupils and often rekindles an interest in learning.
- Teachers know their pupils well and plan their lessons carefully. They provide appropriately pitched learning activities and often provide stimulating resources for learning. They develop very strong and positive relationships with their pupils which support the pupils' capacity to learn and build their self-esteem.
- In some lessons, teachers do not give sufficiently clear messages to pupils about what they are learning and the purpose of the activities in which they are engaged. This can adversely affect

their capacity to learn and therefore their progress because they do not fully understand what they are doing and why. Progress can also be slowed down for some pupils when teachers do not provide enough challenge for all groups of pupils in their lesson, particularly the more able.

- Teachers mark work thoroughly and their assessments are accurate. As a result of a relatively new marking policy, teachers are frequently helping pupils to move on rapidly by identifying clearly what went well in a piece of work and what would make it even better. However, this does not happen consistently.
- Teachers who provide tuition for primary-age pupils, in partnership with their primary schools, and for those secondary-age pupils not able to attend on-site provision, are providing good support for learning. As a result, those on the tuition programme make good progress. These tutors are often to be found on site where they attend meetings and training sessions which provide them with the opportunity to try new approaches and work to improve the quality of their teaching.
- The teaching of basic literacy and numeracy skills is carefully woven into lessons where it is appropriate and this has a positive impact on pupils' overall progress. Teaching assistants provide helpful support both in lessons and in small group mentoring sessions.

### **The behaviour and safety of pupils are good**

- Behaviour is good. Pupils' attitudes to their learning are good on each of the sites, and the atmosphere is typically calm and conducive to learning.
- Teachers manage behaviour effectively and model expectations of good behaviour. As a result, pupils work hard and show respect for each other and for adults. Around the site, pupils are calm, respectful and courteous. Behaviour in classrooms and around the site is particularly good where teachers are highly positive and encouraging towards the pupils using the rewards system to encourage them; however, this is not yet consistent practice.
- Pupils and their parents comment positively on behaviour. One pupil noted that, 'It is really peaceful here'; another commented on how well 'everyone gets on together here'. A number of parents have written to the headteacher explaining how WKHNES has helped their offspring to re-engage in learning alongside others, and in the online 'Parent View' questionnaire all parents who responded agreed or strongly agreed that the school makes sure its pupils are well behaved.
- There are few incidents of poor behaviour and bullying is rare. Pupils attending the three sites are aware of the dangers of bullying and know about different types of bullying, including racist and homophobic bullying and cyber bullying. They regard the centres as free from bullying, recognise the way in which equal opportunities are actively promoted and generally feel safe on site.
- Many pupils begin their time with WKHNES with very low levels of school attendance. As a result of close monitoring and the support provided by WKHNES in partnership with other agencies such as the Education Welfare Service to improve attendance, pupils typically begin to start attending school and become re-engaged. Attendance remains well below average, however.
- The school's work to keep pupils safe and secure is good. In the light of WKHNES having responsibility for three sites roughly half an hour's drive apart, as well as a team of tutors travelling to pupils' homes across West Kent, the senior leadership team and the management committee take great care to ensure pupils' safety. When questioned, pupils say they feel safe on site and parents and staff confirm this view. In practical subjects, teachers take care to ensure safety procedures are followed but in the design and technology area, safety signs are not easily visible.

**The leadership and management are good**

- The headteacher, senior leadership and management committee are aware of the strengths and weaknesses of the service and the published self-evaluation is broadly accurate. There is a clear vision of the purpose of the service and clear priorities for improvement. The recent strengthening of the management committee and clearer delineation of responsibilities among senior and middle management support the capacity of the service to improve.
- There is a strong emphasis on teaching and learning being at the core of the work of WKHNES. This is reflected in the thorough arrangements for checking the quality of teaching and the progress pupils make, both in the case of pupils attending one of the three sites and those on a tuition programme. There is a very thorough training programme for teachers and an appropriate and highly effective appraisal system for all, including those providing home tuition. Where there is salary progression for teachers, it occurs because the pupils they teach are making good progress.
- The curriculum is designed to ensure that pupils make progress, and in many cases regain lost ground in their learning. It is very successful in this because there is a strong focus on English and mathematics and because it is possible to personalise each pupil's programme of learning to meet their individual needs. For example, one of the home tutors who is able to teach German is providing on-site tuition for one of the pupils who studied German at her mainstream school and would like to complete her GCSE course while at Woodview. Other GCSE courses, not normally offered on site, have been offered in the past in response to pupil demand.
- On the basis of a careful needs assessment, some of the older pupils are entered early for some of their GCSE examinations, specifically in order to build their confidence and self-esteem. Most then go on to improve their grade if they are fit and able to do so. The capacity to offer a few places for pupils who have missed much of their Year 11 for health reasons is also helpful in order to improve their opportunities for progression. Currently, one of these pupils is attending college on a land-based course for one day per week to help him move on to further land-based studies next year.
- Senior leaders work closely with mainstream schools in order to provide effective transition into programmes of learning provided by the service and then back into school. In some cases, return to school can be a little slow, despite WKHNES alerting others, including health professionals, when it judges that a pupil is ready to return.
- Safeguarding and child protection procedures comply with statutory requirements and risk assessments are up to date.
- The local authority has recently reconstituted the management committee so as to ensure that it has a strong representation of local schools and is well equipped to provide a robust challenge to the headteacher and senior leadership team. A senior officer from Kent County Council now regularly attends management committee meetings and the local authority appointed school improvement adviser supports the close monitoring of pupils' achievement and the quality of teaching.
- **The governance of the school:**
  - The management committee, which continues to be very supportive of the service and is an excellent advocate for its core purpose, is now stronger, better trained and provides a very effective challenge to senior leaders. The headteacher and senior leadership team are now held to account on a regular basis, particularly over the achievement of pupils and the quality of teaching.
  - The reconstitution of the management committee and the development of monitoring pairs and monitoring triads have enabled the committee to keep a close watch on the work of the service and promote measures to improve the quality of provision.
  - The management committee fulfils its statutory requirements and is now beginning to engage in rigorous financial monitoring, judiciously overseeing the management of both income and expenditure in order to ensure that the service keeps to its budget plan. It is particularly vigilant about securing pupil premium funding and is carefully monitoring the impact of its deployment. Members of the committee are also involved in appraisal and pay awards for staff

and are beginning to become involved in staff appointments, but this is as yet at an early stage of development.

## 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

<b>Unique reference number</b>	132186
<b>Local authority</b>	Kent County Council
<b>Inspection number</b>	426648

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

<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	5–17
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	130
<b>Of which, number on roll in sixth form</b>	7
<b>Appropriate authority</b>	The management committee
<b>Chair</b>	Matt Topliss
<b>Headteacher</b>	Graham Taylor
<b>Date of previous school inspection</b>	7–8 October 2010
<b>Telephone number</b>	01732 875694
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