



# Kilton Thorpe School

## Inspection Report

**Unique Reference Number** 111788  
**LEA** Redcar and Cleveland  
**Inspection number** 278778  
**Inspection dates** 5 October 2005 to 6 October 2005  
**Reporting inspector** Alastair Younger

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

<b>Type of school</b>	Special	<b>School address</b>	Marshall Drive
<b>School category</b>	Community special		Brotton
<b>Age range of pupils</b>	3 to 19		Saltburn-by-the-Sea, TS12 2UW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01287 677265
<b>Number on roll</b>	108	<b>Fax number</b>	01287 201201
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Brian Hogg
<b>Date of previous inspection</b>	1 September 1999	<b>Headteacher</b>	Mr Kevin Thompson

<b>Age group</b> 3 to 19	<b>Inspection dates</b> 5 October 2005 - 6 October 2005	<b>Inspection number</b> 278778
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## Introduction

The inspection was carried out by an additional inspector

## Description of the school

Kilton Thorpe is a special school for girls and boys aged 3 to 19. All pupils have a statement of special educational need. Most pupils have severe or profound and multiple learning difficulties. There are also 19 pupils with autistic spectrum disorders and 12 with social, emotional and behavioural difficulties. Nearly all pupils are white and English speaking. There are 16 looked after children, six of them in foster care, the rest receiving varying amounts of respite care. Pupils come from a broad range of social backgrounds and from a wide area extending from the fringes of the North Yorkshire National Park to the industrial areas around Middlesbrough. The school is organised into three distinct areas:

- Primary Plus, for three Foundation Stage pupils and 38 pupils between the ages of 5 and 11
- Secondary, for 46 pupils between the ages of 12 and 16
- The sixth form, for 22 pupils over the age of 16

There are also two 'home bases' for pupils with profound and multiple learning difficulties and two home bases for autistic children.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

The inspector agrees with the headteacher, parents, pupils and students that this is a good school. It gives good value for money. From the Foundation Stage onwards pupils are well taught but higher attaining pupils are slightly under-worked. Nevertheless, pupils in all sections of the school achieve well and make good progress. Pupils' personal development and well-being are outstanding. This is partially because excellent attention is paid to ensure that school is a safe and happy place where pupils can flourish. The curriculum is good and well adapted to the huge range of individual need. Many primary aged pupils in the home bases continue to follow the Foundation Stage curriculum because of the early stages of their personal and social development. This is very carefully and successfully managed, as are the good links with the next-door primary school, where many pupils are involved in exchanges. The school has a very high standing in the community because it involves pupils and students in many activities which enrich people's lives. The school is well led and managed and is able to continue the good improvement made since its last inspection.

### **What the school should do to improve further**

- Ensure that information about pupils' progress is used to evaluate overall standards and those of particular groups
- Expand the range of accreditation for older pupils to reflect their achievements and the progress they have made.
- Ensure that teachers present pupils of all abilities with work that fully challenges them.

## **Achievement and standards**

### **Grade: 2**

Pupils and sixth formers achieve well. This view is also shared by the school, parents and pupils. Although the school is not doing enough to monitor the relative progress of different groups of pupils, individual records show that nearly all are making good progress towards their individual targets. Most of these targets are challenging but a few of the highest attaining pupils would achieve more if expectations were higher. Pupils will never reach the academic level of mainstream school pupils but a few are reaching Level 3 of the National Curriculum by the time they leave and this represents good progress from a very low start. The only instances of pupils not making progress are the result of worsening physical or mental conditions. The best progress throughout the school is in English, mathematics, science and personal, social and health education. In these subjects, all but a tiny minority of pupils made good progress last year.

The progress of pupils with profound and multiple learning difficulties appears slower than in the rest of the school because it is much more difficult to measure the very small improvements that these pupils make. Nevertheless, their success in meeting their individual targets is every bit as good as for other pupils. Pupils in the autistic

home bases are also making good progress. This is greatly aided by investment in computer resources which help them to learn more effectively.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development is outstanding. Parents are unanimous in their views that everything possible is being done to help their children. Pupils and sixth form students are proud of their growing maturity and independence. The pupils' excellent attitudes, their good behaviour and their friendliness and politeness amply demonstrate how well moral and social values are promoted. This prepares pupils and students particularly well to make a positive contribution to the community. Strong cultural development is evident in pupils' work in art and music and in their curiosity about people from other parts of the world. There is no evidence whatsoever of racism. The school has a strong spiritual quality. Religious education is a popular subject and, in assemblies, pupils and students reflect upon and discuss the 'thought of the week'. Throughout the secondary and sixth form years, pupils' future well-being is particularly well served by helping them to become more independent; for instance, by encouraging them to make their own way to school. The school is an exceptionally happy place where pupils and students feel safe and welcome. Attendance is excellent

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## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good. The school's monitoring of teaching gives an accurate picture, showing strengths and weaknesses. Pupils enjoy learning because teachers make lessons interesting and varied. Teachers are very imaginative in the way they present information and find new ways to help pupils to learn even when a lot of repetition is needed. Teachers know their subjects well and, in the secondary department, many subjects are taught by specialist teachers. Very good records are kept of pupils' learning but these are not always used well enough to set different tasks for pupils of differing ability within classes. This means that in a few lessons the more able pupils are not worked hard enough and time is lost whilst they wait for pupils with lower ability to catch up. Teaching assistants lend invaluable and skilled support to teachers and learners alike. This is especially so in the home bases, where several of them have specialist qualifications that strongly complement those of teachers.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good. Pupils have a wide range of learning and developmental opportunities. In the home bases, the curriculum is modified to meet extreme special needs. Wherever possible, when pupils make sufficient progress, they are included in

the main primary and secondary classrooms. The focus on literacy, numeracy and information and communication technology is very strong. In addition, pupils receive very effective personal, social and health education. From Year 7 onwards, pupils receive good careers education, which includes work experience for pupils in Year 11 and the sixth form. The curriculum is greatly enriched through a wide range of activities, including regular residential trips. It is also well enriched by outings and visitors, and planned events such as the 'Police Week' which excited, informed and enthused pupils and sixth formers during the inspection. There is scope for improving accreditation opportunities for pupils in Years 10, 11 and the sixth form. These are currently too limited and do not adequately reflect the good progress that pupils make. Although the sixth form curriculum is good, there are too few links with colleges and training providers to extend it beyond what the school can provide.

## **Care, guidance and support**

### **Grade: 1**

This is an outstanding feature of the school. The school agrees that this is the case and so do parents and pupils. Faultless attention is paid to ensuring that the school is a safe and healthy place where learners are very well protected from risk. Very good relationships and communication ensure that students and pupils are given extremely helpful support and guidance to help them make important choices in their lives. The effective work of the attendance co-ordinator has helped to reduce absence to a minimum. It has also contributed considerably to communication between the school and the parents of those few pupils who find attending difficult. This is an example of excellent support being given to parents as well as to pupils. Detailed records are kept about pupils' progress and these are used to excellent effect to set targets for individual pupils and sixth formers.

## **Leadership and management**

### **Grade: 2**

The school is well led and managed. This accords with the school's own assessment. The headteacher is full of ideas to develop the school. Because he was deputy headteacher of the school before becoming headteacher last year, he is sensitive to the legacy he has inherited and also to the wishes of parents and staff who are regularly consulted through annual questionnaires. Pupils' views are also made known through a particularly effective school council. The headteacher has a good understanding of the school's strengths and weaknesses. He is greatly helped by a strong senior management team, and by highly effective subject coordinators who diligently monitor their areas of responsibilities.

The school has a vast amount of information about pupils' progress which is used very effectively to set individual targets. However, the headteacher recognises that the information is not yet used as effectively as it could be to evaluate overall standards, or those of separate groups of pupils, for example, boys and girls.

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The governing body is very supportive but relies too much on the headteacher for information about standards and progress. They know this and have recently made tentative steps to become more involved in finding out for themselves about what goes on in the school. Staff morale is high and the school is in a healthy financial position.

The improvements recommended by the previous inspection were put into effect long ago. Since then the school has successfully followed its own agenda for improvement. With the vision, enthusiasm and energy of the headteacher and senior staff and a strong commitment to continuing staff development and performance management, there is clearly a good capacity to continue improving.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	2
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2	2
The standards <sup>1</sup> reached by learners	4	4
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	1
The extent of learners' spiritual, moral, social and cultural development	1	1
The behaviour of learners	2	2
The attendance of learners	1	1
How well learners enjoy their education	1	1
The extent to which learners adopt safe practices	1	1
The extent to which learners adopt healthy lifestyles	1	1
The extent to which learners make a positive contribution to the community	1	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	2
<b>How well are learners cared for, guided and supported?</b>	1	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	2
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	2
How effectively and efficiently resources are deployed to achieve value for money	2	2
The extent to which governors and other supervisory boards discharge their responsibilities	3	3
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## **Text from letter to pupils explaining the findings of the inspection**

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7th October 2005

Dear Pupils and Students

Aren't you lucky to go to such a good school? A few of you might remember me visiting your school a while ago. I'm afraid I didn't get the chance to talk to all of you but those of you whom I did manage to have a chat with impressed me a lot and left me with good memories of how happy, polite and sociable you were. Thank you the two girls in the sixth form who so enthusiastically showed me the wonderful hair and beauty salon without once suggesting that I was beyond hope.

There are many good things about your school. I think the most important is that it seems to be such a happy place. Your mums and dads seem to agree; lots of them told me that you couldn't wait to get to school each day. It seems that because you are happy you try very hard in your lessons. I'm sure it helps to have such good teachers; with their hard work and your enthusiasm you are learning well. It's so nice to see you becoming more independent and mature. Well done the young man whom I passed at the bus stop making his own way to school.

I've made a few suggestions as to how I think the school could be made even better. I hope the school is going to give you older pupils more chances to get qualifications to show the good progress you have made; give you something you can be proud of, and to open up more opportunities for you when you leave. I've also pointed out that a few of you could be given work that is a bit harder (sorry). Lastly, Kevin thinks he should work out ways to keep a better check on how different groups of you are getting on and I agree with him.

All the best, keep working hard and good luck for the future.

Alastair Younger

(Lead inspector)

Annex B