



# Kingswode Hoe School

## Inspection Report

**Unique Reference Number** 115453  
**LEA** ESSEX LEA  
**Inspection number** 279597  
**Inspection dates** 16 November 2005 to 17 November 2005  
**Reporting inspector** Mr. Ian Naylor LI

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

<b>Type of school</b>	Special	<b>School address</b>	Sussex Road
<b>School category</b>	Community special		CO3 3QJ
<b>Age range of pupils</b>	5 to 16		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01206576408
<b>Number on roll</b>	94	<b>Fax number</b>	01206571477
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Norman Boutell
<b>Date of previous inspection</b>	4 October 1999	<b>Headteacher</b>	Mrs. Elizabeth Drake

<b>Age group</b> 5 to 16	<b>Inspection dates</b> 16 November 2005 - 17 November 2005	<b>Inspection number</b> 279597
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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This is a school for pupils aged 5 to 16 with moderate learning difficulties. Pupils are admitted from a wide area of North Essex and are from a predominantly White British heritage and their socio-economic circumstances reflect a cross-section of the community. Pupils enter the school with very low levels of attainment. All have statements of special educational needs. A third of pupils have severe learning, speech and language, autism or social emotional and behavioural needs. Numbers in the school have reduced slightly since the previous inspection.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Inspection findings confirm the school's view that this is an effective school which offers a good standard of education. Achievement is good and pupils make good progress overall from the time that they enter the school. They make exceptional progress in their social skills, relationships and personal development. They become self-confident young adults by the time they leave school. This is because there is good teaching and a curriculum that encourages and promotes pupils' learning and self-esteem. The leadership of the school is good. The headteacher and senior staff have been successful in uniting the staff team. With the good support from governors, they have planned well for the future development of the school. The school has made good improvements since the last inspection, especially in its curriculum and in the teaching of information and communication technology (ICT). It has shown a good capacity to develop, to improve and in particular, to adjust to the diverse learning needs of its pupils. However, the school timetable is short on teaching time and as a result does not currently address fully the need to improve pupils' reading skills across the school. The school needs to extend further the opportunities for pupils in Years 10 and 11 to take nationally accredited courses. Facilities for these pupils are inadequate. Pastoral welfare is good. The school is keen to know and act on the views of parents and pupils. Parents are very pleased with the progress their child makes. The school provides a good Outreach service to local schools that is highly valued. The school provides good value for money.

### What the school should do to improve further

- Extend the opportunities to promote pupils' reading skills in each year group. - Adjust the school timetable to maximise the time for teaching. - Improve facilities for pupils in Years 10 and 11 to enable more independent learning. - Carry out the action as identified in the school development plan, to extend still further the opportunities available to pupils in Year 10 and 11 for nationally accredited courses that meet individual pupil's needs.

## Achievement and standards

### Grade: 2

The achievement of pupils in English, mathematics and science is satisfactory overall. By Year 6, pupils make good progress in their speaking and listening skills and satisfactory progress in reading and writing. By Year 11, pupils make good progress and meet challenging individual targets in English, mathematics, science, ICT and personal and social development, when compared to similar local schools. However, reading skills remain a relatively weak area across the school. Many pupils successfully follow nationally accredited courses at GCSE Entry Level and achieve Bronze, and Silver standards in the ASDAN course work. At the time of the inspection, all pupils in Year 11 were successfully engaged in work-experience placements with local shops, businesses or in adult working environments suitable to their needs. The fact that they

have achieved this advanced stage in their learning and development is in stark contrast to the low levels of attainment, achievement and self-esteem with which pupils entered the school. Pupils with additional special educational needs, such as those with autism or speech and communication needs, make satisfactory progress. A small but significant number of pupils make a successful return to mainstream schools.

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

### **Grade: 1**

Pupils make excellent progress in their personal development, social relationships and skills of independence. Pupils feel very happy and safe in school. They have very good relationships with staff. Pupils know that staff are always willing to help and support them; that they understand their needs, and this gives pupils the confidence they need to succeed. As a result, pupils enjoy coming to school, attendance is good and behaviour is very good. They work very hard in their lessons and they are proud of their many achievements. Pupils say that the school is 'fantastic' and they are much happier here than in their previous school. Pupils have a good understanding about healthy lifestyles. They know about the benefits of taking exercise and take part enthusiastically in physical education and sporting activities. By the time they leave school they are well prepared for employment and independent living in the adult world. They make a valuable contribution to the local community through raising money for charity. Pupils have good awareness of social and moral responsibilities. The system of 'buddies' helps to prevent incidents of bullying. Pupils take part in choosing their own School Council. Through the council they feel they are able to make their views known to staff. An example is the installation of a drinking fountain on the playground. There are many good opportunities for pupils to develop their spiritual and cultural awareness in assemblies, in religious education, art, drama and music.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good. There are particular strengths in teaching in physical education, sport, drama, music, technology and ICT. Teachers have a very good understanding of pupils' diverse individual learning needs and plan lessons well to meet them. Most lessons have a range of activities to stimulate and sustain pupils' interest. This gives effective support to pupils' progress and achievements. Particularly effective is the use of visual timetables and the prominence given to pupils knowing their targets from individual education plans. Teachers explain well to pupils what they will learn and how best to succeed. Teachers manage the behaviour of pupils very well and have good systems for rewarding behaviour, effort and achievement. Teachers use the skills of teaching assistants very effectively. Higher level teaching assistants make a significant contribution to meeting pupils' individual learning needs especially in literacy, numeracy and in social and communication skills. There is scope for the use of further specific teaching to improve pupils' reading. There are increasing

opportunities for pupils to be able to review and assess their own progress in lessons. For example, at the end of an art lesson, pupils were able to grade and comment on their success with their own paintings.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. The school has made good progress in improving its curriculum since the previous inspection. There is a much better emphasis on provision for literacy and numeracy. A range of subjects is now taught that meet national requirements. There has been a distinct improvement in the provision for ICT with separate lessons in the school's ICT suite. ICT is used satisfactorily to support pupils' learning in many subjects. The introduction of electronic whiteboards for each classroom has helped with this process. The curriculum promotes pupils' safety and health awareness very well. In science, technology, physical education and PSHE, many opportunities are provided for pupils to learn about keeping healthy and safe. There are many visits to and involvement with the local community. Invited visitors from the local community contribute to lessons, activities and assemblies. There is a good range of school sports, arts and leisure clubs. All pupils have good opportunities to go on educational visits, residential field trips and other outings. Older pupils in Years 10 and 11 take part in extensive programmes that introduce them to the adult world of work and which help to promote their personal skills, economic awareness and independence.

## **Care, guidance and support**

### **Grade: 2**

The pastoral care and guidance provided for pupils is good. Staff know pupils' needs extremely well. All aspects of pupil welfare are undertaken at a high level. The school fosters excellent relationships between adults and pupils. There are sound and well understood procedures in place for child protection and to ensure health and safety. For example, good measures have been taken since the last inspection to improve safety during the arrival and departure of pupils from school premises. The school maintains close working relationships with other professional agencies in education, health and social care. Annual Reviews and individual education plans involve parents and pupils in determining future learning. A recent good innovation has seen pupils inviting their parents to the Annual Review. The school is on target to attain the local authority's Healthy Schools Award.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. There is a clear purpose and direction to planning for school developments from the senior leadership team. They make sound evaluations of the school's work and are aware of strengths and weaknesses. Recent work by senior staff on checking standards, and subsequent support given to teachers and staff has improved the quality and consistency of teaching. Consequently pupils'

achievements have also improved. Since the previous inspection there has been good progress to improve the key areas such as the curriculum, assessment and ICT. This shows a good capacity for continuing improvement. The school governors provide effective challenge and support to the leadership team and visit classrooms regularly to talk to staff and pupils so that they are aware of what goes on. For instance, with pupils' work experience placements. The school has good contact with parents and gives careful consideration to their views. It also makes opportunities for pupils' views to be voiced and considered through the School Council and through surveys. The school provides a very well organised Outreach service, led by the deputy headteacher that is highly regarded by local schools. However, it is struggling to sustain the level and quality of provision that it has provided up to now.

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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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

<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**

You may remember I visited your school recently. You made me feel very welcome. Thank you for letting me look at your work and for talking to me about all the things you do in school. I enjoyed joining you all for Assemblies. I think you sing beautifully! I was pleased by the way your Chairperson and two other School Council members chatted to me one lunchtime. I was impressed by what they told me the Council has done to help you all in school. This is what I found out about your school whilst I was there: You feel that your school is a happy and safe place to work and learn. You enjoy coming to school and work hard at your lessons. You are quite rightly proud of all that you achieve. A number of you told me this was the best school you had ever been to. You behave sensibly and are kind to one another. You each have a 'buddy'. This gives you a friendly person to talk to when things are difficult for you. It also helps to stop bullying. Some older pupils may not have seen me because they were out of school on work-experience placements. These are very important to you and your future. I congratulate you on the excellent way that you have conducted yourselves whilst on these placements. There are some things that the headteacher and teachers need to do to make things even better. Many of you need even more help with your reading. You can help yourselves more with this too! It is perhaps the most important thing that you need to do. Older pupils need to be able to study more courses that will help them best when they leave school. They need better areas in school where they can relax and learn about becoming responsible adults. With best wishes for the future.