



Teskey-King School

Inspection Report

Unique Reference Number 118140
LEA Kingston-upon-Hull
Inspection number 280247
Inspection dates 14 November 2005 to 15 November 2005
Reporting inspector Alan Tattersall

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

Type of school	Special	School address	Inglemire Lane
School category	Community special		Hull
Age range of pupils	5 to 16		HU6 8JH
Gender of pupils	Mixed	Telephone number	01482 854588
Number on roll	91	Fax number	01482 855496
Appropriate authority	The governing body	Chair of governors	Kevin Downes
Date of previous inspection	1 July 2004	Headteacher	Linda Purvis

Age group 5 to 16	Inspection dates 14 November 2005 - 15 November 2005	Inspection number 280247
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Introduction

The inspection was carried out by an additional inspector.

Description of the school

Teskey-King is a special school for pupils with moderate or severe learning difficulties aged between 5 and 16 although there are no children at present in school below the age of 7. Many pupils have additional social, emotional and behavioural difficulties or speech and language difficulties and the proportion of these pupils is increasing. Several pupils have a poor attendance record from their previous schools. Because of their learning difficulties, pupils' attainment on entry to school is low in comparison with what is expected of children of the same age nationally. No pupils are from minority ethnic groups. Three pupils are traveller children and 13 are in public care. There are three times as many boys as girls. Two thirds of all pupils are eligible for free school meals, which is a very high proportion. The school is subject to reorganisation proposals and has changed a great deal over the past five years. The number of pupils on roll is falling each year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Teskey-King provides a satisfactory education for its pupils. This judgement matches the school's own accurate assessment of its effectiveness. Although the overall quality of teaching is adequate, the wide range of age and ability in the classes means that teaching does not always meet all learners' needs well enough, and some pupils are unsure about what they are learning in lessons. Nevertheless, pupils make steady progress although the standards they reach are low in comparison with national averages. The curriculum is sound and is becoming more interesting and relevant to the pupils, particularly the oldest ones, and is increasing their motivation to attend school, to learn and to achieve. The pupils' personal development is satisfactory because the school looks after them and provides adequate guidance and support for them. Most pupils enjoy school and feel safe and secure. They understand the importance of exercise and healthy eating and learn to take responsibility.

The school's leadership and management are satisfactory. The school clearly understands its strengths and weaknesses. It is dealing with the issues for improvement from the last inspection and has accurately identified important priorities for further improvement, in connection with teaching, attendance and pupils' behaviour. The school's previous success shows that it is capable of making further improvement. However, uncertainty about the school's future and the falling number of pupils on roll make it difficult to plan for the future. The school provides satisfactory value for money.

What the school should do to improve further

- Implement its plans to improve teaching, making lessons more interesting.
- Improve attendance.
- Improve pupils' behaviour.

Achievement and standards

Grade: 3

Because of their learning difficulties, the pupils' attainment is low in comparison with that of most pupils of their age when they leave school. However, the pupils' make steady progress, reach the targets set for them, and their overall achievement is satisfactory. Few pupils take national tests in Year 9, and the results, though creditable for the pupils concerned, are well below the national average. In Year 9, pupils' success is judged by the school in relation to the targets set for individual pupils, which are generally met. In Year 11, pupils gain a range of useful qualifications. Although these are lower than GCSE, they nevertheless meet the needs of the pupils concerned. These examination courses are taken in English, mathematics, science, motor mechanics, life skills, and sports leadership. Some pupils take ASDAN courses and others qualify for the Duke of Edinburgh's Award scheme. The school is working hard to improve teaching and learning by making lessons more interesting for pupils and the school's plans to do this have the potential to raise achievement further.

The teachers' planning to meet each pupil's needs ensures that there is no difference in the achievement between boys or girls or different groups of pupils. This includes traveller children and those in public care. Pupils who have speech and language difficulties make satisfactory progress, with therapy support. Pupils who have social, emotional and behavioural difficulties make the same progress as other pupils because of the effective support that the staff provide in lessons.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being is satisfactory overall. Pupils make steady progress in their spiritual, moral, social and cultural development, which again is satisfactory. They like helping in school and value contributing their ideas for school improvement through the school council.

Pupils say that they feel safe in school and have an adult to whom they can turn if they have any difficulties. Staff and pupils generally have good relationships. This helps the pupils in Years 3 to 6 to settle in to the school and work happily together. Pupils say there is some bullying at times but it is dealt with well by the staff. Behaviour is satisfactory most of the time but incidents of unacceptable behaviour do occur, which are mainly related to pupils' social and emotional difficulties. Staff training to improve the management of pupils' behaviour is beginning to reduce the high number of fixed-term exclusions.

Most pupils enjoy coming to school but attendance remains unsatisfactory in spite of the school's many efforts to improve it. In cases of particular concern, the staff contact homes to alert parents to the problem, make home visits to discuss the problem and, when necessary, take action with the education welfare officer. Despite the school's efforts to improve attendance, the measures taken are, at the present time, proving to be only partially successful.

Lessons in personal, social and health education help pupils to understand what makes a good citizen, to make moral choices and to help others. The senior pupils travel independently to lessons at college and this demonstrates how the pupils' confidence and independence increase as they mature. Pupils learn how to live healthily, for example, through a balanced diet and regular physical exercise. The pupils develop a satisfactory understanding of British society and how to manage their personal finances.

Quality of provision

Teaching and learning

Grade: 3

The teaching and learning are satisfactory overall. There are rigorous methods to check on the quality of teaching, including extensive lesson observation by school and local authority staff. This has led to improvements throughout the school; for example, the teachers are making lessons more interesting. In most lessons pupils understand clearly what they are to learn because the teachers tell them at the start of the lesson. The

teachers make use of their assessment of pupils' progress to plan lessons. However, there is such a wide range of age and ability in the class that it is difficult for the teachers to meet the needs of all of the pupils, and some pupils are not aware of what they have achieved by the end of the lesson.

The teachers have growing confidence in the use of information and communication technology to support pupils' learning. In a science lesson for pupils from Year 7 upwards, for example, their behaviour and attention improved with the use of the interactive whiteboard. Improvements in the teaching of reading and writing are helping to raise standards and leading to pupils' greater involvement and interest in their own learning. The consequent increase in motivation is improving behaviour because pupils' concentration is better, and they want to get on with their work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and matches the needs and abilities of most pupils. The extra-curricular activities at lunchtime enrich pupils' learning, for example, in information and communication technology. The school provides an adequate programme for pupils' social, safety and health education, which the school needs to link to other subjects, for example, English, in order to make it more interesting. The school intends to increase the range of courses for pupils in Years 10 and 11, by including courses in information and communication technology, art and design, and design and technology, which will all lead to examinations although these are below GCSE level.

The establishment of an 'inclusion team' has led to increased collaboration with other schools. The school provides an effective programme of work experience and work-related education. Pupils choose individual programmes in Years 10 and 11 and follow their own, personal timetables. This is a successful innovation, which the pupils say they enjoy, particularly the lessons at college, for example, motor vehicle maintenance. The new courses have added to pupils' overall motivation to learn and have made a positive impact on their interest in lessons and, consequently, on their behaviour and attendance.

Overall, the school prepares pupils' satisfactorily for leaving school and most go on to further study.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Pupils say that they feel safe in school and have an adult to whom they can turn if they have any difficulties. Staff and pupils develop generally good relationships. This helps pupils in Years 3 to 6 to settle in to the school and work happily together. Pupils say there is bullying at times but they are pleased that this is dealt with effectively by staff. Procedures for child protection are good. The school deals satisfactorily with any racist comments or incidents.

Pupils receive satisfactory advice on how to improve their work and guidance on how they can overcome difficulties. Most parents are happy with the school and are supportive. The school is successful in establishing working relationships with other agencies to support pupils' needs beyond the school. The school works well with social workers who are based in school, in order to support pupils and to work with their families.

Leadership and management

Grade: 3

Leadership and management are satisfactory. However, the delay in the decision about the future of the school has made it difficult to plan for the future. Senior managers are working hard to sustain morale during a period of falling numbers of pupils and consequent reduction in staff.

The headteacher and senior staff accurately identify the strengths and weaknesses of the school. Their self-evaluation of the school's performance is accurate and they have shown in the past that they can make improvements. They are, therefore, in a good position to continue to improve. Managers are now taking on increased responsibility; for example, the leaders of subjects now share the responsibility with the senior staff for improving teaching and learning and monitor the quality of lessons.

Recent improvements in staff management have increased the efficiency of teaching assistants, giving them greater responsibility in the support of pupils. As a result, pupils' learning and behaviour has improved. They also provide important support in areas such as careers, school and college links, and improving attendance.

Governors discharge their responsibilities. They are supportive of the school and the more experienced governors contribute well to the school's development in partnership with the senior staff and oversee the school's plan for improvement. Governance is satisfactory overall. Some less experienced governors are undergoing training to improve their effectiveness to take similar responsibilities as their more senior colleagues.

The last inspection report required the school to deal with issues emerging from the reorganisation of special schools and the changing school population. It has made changes to meet the more challenging behaviour of pupils. In seeking to get the best value from its budget, the school reduced the number of teachers skilled in teaching younger children last year because it was admitting fewer pupils below Year 7. However, the school has no control of admissions and now has more younger pupils than expected, even though the school roll is falling. External pressures make it difficult for the school to plan for development and to improve its value for money.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	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	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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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15 November 2005

Dear Pupils,

I enjoyed my visit to your school to see what you are doing. Thank you for making me welcome. I think that your school council is good. You take your work seriously and your ideas are helping to improve the school.

You are very polite and answered my questions well in our special meetings and when we met around the school. You are very helpful and show that you think a lot of the school and like the staff.

What I liked most about your school.

You are all making progress in your learning.

You like many of your lessons, especially using computers.

Everyone I spoke to told me that they like coming to school.

All age groups like helping in school.

You feel safe at school and have an adult to turn to if you have a problem.

Your parents value what the school is doing for you.

The school encourages you to be healthy and you enjoy meals in the dining room.

Older pupils especially like going out of school to learn, for example, about repairing cars.

There are a few things that the school wants to improve and I agree.

Teaching needs to be even better so that you learn more.

The school needs to do more to make sure that your attendance is better.

There is some poor behaviour and this needs to be improved. I know that you agree with that as well.

Best wishes,

Mr A Tattersall

inspector

Annex B