



# Kelford School

## Inspection Report

**Unique Reference Number** 106968  
**Local Authority** Rotherham  
**Inspection number** 295654  
**Inspection dates** 5–6 December 2006  
**Reporting inspector** Eileen Vissor HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Special	<b>School address</b>	Oakdale Road
<b>School category</b>	Community special		Kimberworth, Rotherham
<b>Age range of pupils</b>	2–19		South Yorkshire S61 2NU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01709 512088
<b>Number on roll (school)</b>	95	<b>Fax number</b>	01709 512091
<b>Number on roll (6th form)</b>	18		
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Kevin Robinson
		<b>Headteacher</b>	Mr Nick Whittaker
<b>Date of previous school inspection</b>	10 May 1999		

<b>Age group</b> 2–19	<b>Inspection dates</b> 5–6 December 2006	<b>Inspection number</b> 295654
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

## **Description of the school**

Kelford is an all-age special school for pupils with severe and profound learning difficulties. Additionally, many pupils experience visual or hearing impairments and a significant number have challenging behaviours associated with autism. Over half of the pupils have medical needs including epilepsy. There are a high number of pupils entitled to free school meals. Although a mixed school the proportion of boys to girls is two to one. The majority of pupils are White British with a small number from homes where English is an additional language. Almost 10% of pupils are in the care of the local authority.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Kelford makes good provision for its pupils' education and welfare. The school has made significant improvements and in accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion the school no longer requires special measures.

Accurate baseline assessment in the Foundation Stage provides the school with good data and qualitative information about children's starting points. Tracking progress is now part of the school culture which is good. Pupil profiles show consistently good progress through 2005/06 for the majority of pupils. As a consequence of the pupil's learning difficulties and/or disabilities standards are predictably below national expectations.

The quality of teaching and learning is good. The school's vision statement of 'Better Learning' is reflected in the enjoyment pupils show in all they do and in their positive attitudes to school. Higher expectations from adults have been key to this success.

The curriculum has improved, meets statutory requirements and is satisfactory. Progression and continuity across the broader curriculum from the Foundation Stage to Key Stage 4 is not secure. Information and communication technology (ICT) is under developed and some pupils do not receive the additional technological support they need. Extra-curricular opportunities have grown substantially which is unusual for a school of this type when pupils have up to an hour's journey to and from school.

Leadership and management are good. The headteacher gives inspirational leadership and the senior staff team work collaboratively. The headteacher was the local authority school improvement adviser attached to support the school through special measures. Working with the previous associate headteacher, steady improvements were made: the school has improved dramatically in the past six months. A collegiality has developed. The programme of refurbishment to the accommodation is ahead of schedule. New classrooms are contributing to an improved ethos especially in the secondary and sixth form buildings. The inherited deficit budget is being managed well by a stronger governing body and has reduced substantially with a licensed deficit agreed with the local authority. For this reason only, value for money is satisfactory. The school has an outstanding capacity for improvement.

## Effectiveness and efficiency of the sixth form

### Grade: 2

Provision in the sixth form is good. Sixth formers make good progress in developing their basic skills. Their gains in work-related skills such as decision-making and effective teamwork equip them appropriately as they leave school and enter the adult world of work and further education. A balanced curriculum, good teaching and good care builds up the confidence and self-esteem of students of all abilities as they successfully develop essential life skills. The effective contribution to teaching by assistants is significant and is having a major impact on students' progress in lessons. Students are

given space to learn in a safe and secure environment and the quality of care they receive is good.

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

- Develop the curriculum further to take account of the specific needs and interests of the diverse range of pupils' needs.
- Develop the provision for ICT to promote learning further and ensure access to the curriculum for those pupils requiring additional communication support.

## **Achievement and standards**

**Grade: 2**

**Grade for sixth form: 2**

The progress that pupils make is good and achievements are high particularly in the areas of literacy, numeracy, personal development and physical education. The school now has effective systems for assessment and data collection. The analysis of pupils' progress is reliable and shows significant improvements over the last year. Senior leaders know clearly what good progress should be in core areas for their pupils. Judgements are reliable with a range of moderation systems built into the assessment cycle. The school has a good understanding of the strengths and weaknesses related to this work and have appropriate plans in place for continued improvement.

The expectation to incorporate performance levels and targets in medium and short term plans is becoming the norm and contributes to improved achievements. These are more accurate than the individual education plans that are still used within the system but have questionable reliability. The substantial work undertaken to ensure assessment for learning forms part of planning and teaching is now firmly embedded in the teaching and learning process. This is having a positive impact on progress.

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

**Grade: 2**

**Grade for sixth form: 2**

The personal development and well-being of pupils is good. Pupils know how to be safe and feel secure. There are many examples of pupils showing care for each other and obvious delight at one another's successes. Photographs and posters around the school capture the emotion of team spirit in physical education lessons and individual endeavour. Personal care assistants provide high quality attention to individual pupils, enabling teaching and learning to continue whilst personal needs are met.

Multi-professional partnerships are developing well. Therapists are an integral part of the team approach to high achievement. Behaviour is good, as are pupils' attitudes to learning and enjoyment of school. Many pupils have serious medical conditions which affect attendance rates. The school works hard with parents and carers to stress the importance of good attendance. Exclusions are a rare occurrence.

Pupils are encouraged to make a contribution to the community through their active school council and by the way they help and support their classmates. They relate well during the social activities. Through the work-related curriculum and enterprise activities the older students gain a good understanding of economic well-being and workings of society. The school's developing partnerships with local schools, and in particular with similar schools, is having a positive impact on pupils' social development, which is good. The staff use effective rewards and sanctions which help the pupils maintain a good sense of right and wrong: their moral development is good. Their spiritual and cultural development is satisfactory. A high priority is given to healthy lifestyles: the school is working towards the Healthy Schools Award. Good use is made of the new outdoor play areas and there is a good programme of structured activities relevant to all age groups. Several pupils benefit from attendance at weekly Skill Academy sessions, where they work alongside pupils from other schools.

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

**Grade for sixth form: 3**

The quality of teaching and learning is good and has improved dramatically over the past six months. Robust monitoring and evaluation, together with a range of strategies implemented to improve teaching and learning, are having a positive impact on the quality of lessons. At its best, teaching ensures lessons are well planned and fast-paced. A culture of high expectations from most staff has improved learning. Effective assessment ensures activities are well matched to pupils' needs including collaborative work between teachers, teaching assistants and therapists. Some teaching continues to expect pupils to sit and listen for extended periods and overly long explanations means some are passive learners for too long.

The majority of pupils enjoy learning. This is reflected in their delight about their success within lessons or at assembly celebrating their good work and achievements. To obtain a gold certificate for outstanding work is an honour worth receiving as the pupils can quickly tell you. Sixth form students feel their contribution counts and are proud of their accomplishments across many areas of learning but particularly in relation to work-related activities.

### **Curriculum and other activities**

**Grade: 3**

**Grade for sixth form: 3**

The school provides a curriculum that meets all statutory requirements and appropriate time is allocated to subjects at different key stages. The hard work given to ensuring the curriculum is age appropriate has been successful particularly with regard to widening the breadth of experience for the students in the sixth form. Medium and short term curriculum planning in many areas of the school is exemplary and is

monitored carefully by the curriculum coordinator though not necessarily by subject coordinators. Despite these good achievements, the curriculum is not always planned to reflect the particular needs of the pupils and is rather narrow in its interpretation of content. Consequently, progression in the experiences for pupils is not always secure, particularly in the foundation subjects. The exception is physical education, taught by a specialist, which provides a good model for other subject coordinators.

The school has opened its doors to become part of the wider community. Extra-curricular activities at lunch time and after school broaden pupils' experiences. Many pupils, though not all, have the advantage of accessing the curriculum in a mainstream setting with support. Parents, pupils and students have valued these opportunities. Enterprise activities in the sixth form enable pupils to learn effective communication, creativity and team work skills.

## **Care, guidance and support**

**Grade: 2**

**Grade for sixth form: 2**

The quality of care, guidance and support is good, ensuring pupils work in a positive and secure environment. Staff work hard to build trusting relationships with pupils and, in turn, pupils are comfortable to turn to adults if they need help. Staff know pupils very well and are aware of their changing physical and emotional needs. Health and safety procedures are in place and regularly reviewed. All requirements for child protection are in place. Risk assessments are rigorous. Effective assessment arrangements enable staff to have a good understanding of how well pupils are doing and what they need to do next. This information is shared with parents and carers through reports, annual reviews and meetings. The school has made productive links with a wide range of professionals to support pupils' particular needs. Students leaving school are well supported in their next moves, often on to appropriate courses in the local college.

## **Leadership and management**

**Grade: 2**

**Grade for sixth form: 2**

The headteacher provides inspirational leadership with a clear educational direction for the school. The senior leadership team works together with energy, commitment and professional expertise. The allocation of responsibilities to managers and governors is based on the outcomes of Every Child Matters: this has ensured coherent development of new initiatives. The significant reduction in staff absence, improved morale and higher expectations by staff is testament to a school striving for success. Planning for improvement is based on accurate evaluation of all aspects of the school's work. The school improvement plan is a robust document that provides an accurate analysis of what the school has to do next. The development of a soft federation, a partnership with a local special school, is an example of a good initiative providing

mutual benefits. This is a school now able to learn from others and share its own successes with renewed confidence. The new, well qualified administrative and financial team support management to a good standard. Parents and carers are encouraged to be important partners in the learning process.



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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 the Foundation Stage	2	NA
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	1	1
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	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	3
<b>How well are learners cared for, guided and supported?</b>	2	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below 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	
How effectively performance is monitored, evaluated and improved to meet challenging targets	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

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

Thank you very much for welcoming us to your school and showing us how much you enjoy it!

We think your school is good and you are working very hard. So well done!

The adults who teach and help you also work hard and want you to do the best you can.

It is good to see so many of you playing together on your new playground. We saw lots of good things including friends helping each other.

We think you can do even better if you have more information technology equipment so we have asked your school to do this for you.

Keep working hard.



Dear Pupils



and



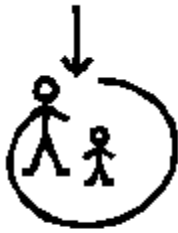
Students,



Thank you very much for



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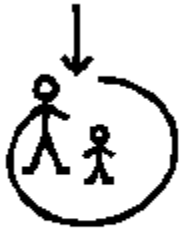
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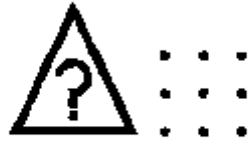
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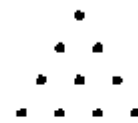
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