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14 November 2008

Mrs Gill Naylor
Kirkleatham Hall School
Kirkleatham Village
Redcar
Teeside
TS10 9AD

Dear Mrs Naylor

Ofsted survey inspection programme – Moving through the system

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 8 October 2008 to look at work on developing the future economic well-being of pupils in your school.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements made included: scrutiny of relevant documentation, observation of three lessons and interviews with staff and pupils

Overall, your work in developing the future economic well-being of pupils in your school is outstanding. There is a strong sense of growth in pupils' self-confidence. They welcome opportunities to take initiative, work constructively with others and grow in independence. They develop an acute awareness of their situation and learn how to deal with changes in their circumstances. As they near the end of their time in school, they develop an excellent awareness of future options available to them, tempered by a realistic awareness of the limits their learning difficulties and /or disabilities impose on choices.

Features of effective practice:

- The outstanding curriculum is strongly focused on helping pupils to become more independent and take increasing responsibility for their own lives. An excellent contribution is made to pupils' future economic well-being by ensuring that, from a very early age, pupils are made aware of what they can do to secure better futures for themselves and how they can benefit society. Pupils are helped to understand how to earn money, look after it and use it, either to help others or make a profit from their enterprise. Older pupils are given excellent advice about future opportunities and how they can benefit society rather than depending upon it. They are greatly helped by being offered an excellent range of opportunities to sample different work situations through work experience or vocational courses at colleges.



INVESTOR IN PEOPLE

- School leadership is strongly focused on securing better futures for pupils. The extremely strong team of staff guides and advises pupils as to their best options at each stage of transition, including when they leave school. The school works equally effectively with parents and the many support agencies involved. Excellent attention is paid to making each pupil central to his or her own destiny. In their final year, for instance, each pupil arranges a personal review, chooses who is going to be involved, the venue and the hospitality arrangements. In this way, pupils who have sometimes become accustomed to having decisions made for them are given the opportunity to redress the situation and generate their own action plan for the future.
- Teaching is good. Pupils are strongly encouraged to contribute as much as they can in every situation. Their views are listened to and their efforts are celebrated. Lessons for the youngest pupils promote the development of skills that will contribute enormously to their future economic well-being. Pupils are helped to concentrate hard on the task in hand and to make sensible choices as to what to do next. Older pupils are encouraged to think about how their work and actions can generate income for themselves or help others. Some of these pupils were seen being well taught as they made cakes from ingredients they had purchased on a trip to the shops and which were to be sold at the school fair. Through good teaching, these pupils had developed a sound understanding of the concept of profit.

Areas for further improvement, which we discussed, include:

- In some instances, the relocation of sixth form pupils to a discrete unit diminishes the important role they can play in influencing, mentoring and sharing experiences with younger pupils.

I hope these observations are useful as you continue to develop economic well-being in the school.

As I explained, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Alastair Younger

Additional inspector

