

Kingswode Hoe School

Sussex Road, Colchester, Essex, CO3 3QJ

Inspection dates 11–12 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Good leadership and management, with effective support from governors, have ensured that pupils make good progress and that the quality of teaching is good. The highly effective senior leadership team has instilled the confidence of parents and created a strong commitment among staff to drive improvement forwards.
- Leaders are ensuring that pupils' spiritual, moral, social and cultural development is promoted well within the new and developing curriculum. They are also ensuring that the new arrangements for assessment and its use are developing well.
- The impact of teaching on the learning and progress of all groups of pupils over time is good, with some examples of outstanding teaching.
- Teachers plan interesting activities to motivate pupils and build their confidence as learners. They ensure that pupils systematically acquire and apply the basics skills of communication, literacy and numeracy well.
- Teachers and teaching assistants have very good relationships with pupils and manage their behaviour consistently well.
- Pupils' behaviour is good and the school's efforts to ensure that pupils are safe are good. Attendance is above average, reflecting pupils' good attitudes to learning.
- Pupils across the school make good progress in communication, literacy and numeracy, and in personal social and health education and citizenship. Some make outstanding progress from their starting points when they join the school.
- Pupils at Key Stage 4 make good progress towards their examination courses and are well prepared for the next stage of their lives.
- The school has made good improvement since the last inspection. This has led to an increase in the proportion of good and better teaching, and ensured that all groups of pupils are making good progress.

It is not yet an outstanding school because

- Not enough teaching is outstanding.
- Pupils do not always know how to improve their work when their books are marked.
- Pupils' thinking is not always extended sufficiently so that they deepen their knowledge and understanding and develop new skills quickly.
- Subject leaders have not yet fully implemented new arrangements for assessment across their subjects.
- Subject leaders are not consistently checking that teachers are using assessment information to extend pupils' learning within their subjects.

Information about this inspection

- Inspectors visited 10 lessons and observed nearly all teachers. Eight of these were joint observations with senior leaders.
- Inspectors examined pupils’ work across the school jointly with senior leaders. They also heard pupils read in the primary class and looked at their reading records.
- Meetings were held with a group of different pupils and informal discussions took place with different pupils during break time and lunchtime. Meetings were also held with senior leaders, subject leaders, three governors and a local authority representative.
- Inspectors took account of 27 responses to the online Parent View questionnaire, including 15 comments. They also looked at 35 questionnaires returned from staff.
- Inspectors observed the school’s work and looked at a range of documentation, including the school development plan, a summary of the school’s most recent self-evaluation, governing body minutes, safeguarding procedures, information about pupils’ progress over time, records of behaviour and attendance figures.

Inspection team

Declan McCarthy, Lead inspector

Additional Inspector

Jeffery Plumb

Additional Inspector

Full report

Information about this school

- Kingswode Hoe caters for pupils with moderate learning difficulties and additional complex learning needs.
- Although registered for pupils aged five to 16 years, the school has not admitted any pupils to the Early Years Foundation Stage or to Key Stage 1 for the past eight years. Therefore, the Early Years Foundation Stage was not inspected.
- All pupils have a statement of special educational needs arising from their moderate learning difficulties. The large majority also have one or more additional learning difficulties identified in their statements, such as autistic spectrum disorder, behavioural emotional and social difficulties, or speech language and communication needs.
- The proportion of pupils for whom the school receives pupil premium funding is above average. This is additional funding for pupils entitled to free school meals, those who are looked after by the local authority or from where one member of their family is serving in the armed forces.
- The vast majority of pupils are White British and very few speak English as an additional language. There are almost four times as many boys as girls in the school.
- No pupils attend alternative provision as part of their education.
- Since the last inspection two new assistant headteachers, a behaviour support worker and two specialist higher learning teaching assistants have been appointed. The school hosts students on initial teaching training as part of the Colchester Teaching Alliance. The school is also a member of the Essex Special School Educational Trust with other Essex special schools. There has been a significant increase in the proportion of pupils with additional behavioural emotional and social difficulties referred to the school.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to raise achievement by making sure that:
 - pupils always know their next steps for learning when their books are marked
 - pupils' thinking is consistently extended so that they deepen their knowledge and understanding and develop new skills quickly
 - subject leaders fully implement the new arrangements for assessment in their subjects and consistently check that teachers are using this information to extend pupils' learning within their subjects.

Inspection judgements

The leadership and management are good

- The headteacher is providing strong and purposeful leadership and direction for the school and is very ably supported by the senior leadership team. Together, they have developed a good ethos for learning throughout the school, ensuring that all staff are committed to raising pupils' achievement by improving the quality of teaching and instilling a culture where good behaviour flourishes. The school enjoys the full confidence of parents, as reflected in the Parent View responses where all stated that they would recommend this school to others.
- Senior leaders regularly and rigorously monitor the impact of teaching on pupils' learning. They provide good support through the modelling of professional standards within school and through enlisting the help of the North East Essex Teaching School Alliance to improve teaching, where needed. The arrangements for managing the performance of staff are rigorous and clearly linked to salary increases. Individual objectives are set to raise pupils' achievement by improving the quality of teaching which are linked to the national standards for teaching. Any weaknesses are effectively supported and this has led to consistently good teaching with some outstanding teaching across the school.
- Many subject leaders are new to their posts and have already reviewed provision within their subjects. With good support from senior leaders, they are developing their own preferred approach to assessment following the removal of National Curriculum levels. These have been developed for English and mathematics and subject leaders' plans show that, during the course of this year, they will be developed for all subjects. New baseline assessments of pupils in English and mathematics at Key Stages 2 and 3 are being carried out in order to establish challenging targets and group pupils by ability. Senior leaders are ensuring that ongoing information about pupils' progress is used to inform teachers and parents of how well pupils are doing and if they need extra support to catch up. However, subject leaders have not yet checked that teachers are extending pupils' learning within their subjects.
- Leaders are ensuring that the curriculum is broad and balanced. There is a strong emphasis on the teaching of basic skills of communication, literacy and numeracy, and personal, social and health education and citizenship. At Key Stage 2, well-chosen topics are selected covering key areas of learning. Pupils at Key Stage 3 benefit from subject-based learning and in Year 8 they are introduced to careers education, which continues throughout Key Stage 4. The oldest pupils focus on preparing for a wide range of accredited qualifications, including GCSEs, Entry Level courses, vocational courses, Duke of Edinburgh award, Arts Award and Sports Leader Award. They also benefit from an effective programme of work-related learning, including careers guidance and work experience, which enables them to make informed choices and prepares them well for further education and employment. There are a wide variety of clubs including sports clubs, day and residential visits, and visitors to the school to enhance pupils' learning.
- Pupils are grouped by mixed ability for all subjects other than English and mathematics. They are benefiting from these arrangements as all their work is individualised according to their statements of special educational needs. However, occasionally there are missed opportunities to extend pupils' learning further.
- All pupils learn about life in modern Britain within well-chosen topics in the programme of personal, social and health education. The curriculum promotes pupils' spiritual, moral, social and cultural development well through many opportunities of reflection and builds pupils' confidence and self-esteem, enabling them to experience a sense of awe and wonder. Pupils are encouraged to share and take turns, to work collaboratively and to show responsibility for others. They learn about diversity and respect for other religions, cultures and lifestyles through the well planned programme of assemblies and a range of subjects, particularly personal, social and health education and citizenship, which also develop pupils' good understanding of right from wrong.
- Leaders have ensured good use of the primary school physical education and sport premium to improve the quality of teaching of physical education, particularly through the appointment of a specialist higher-level teaching assistant who provides skilled teaching for all classes alongside the specialist physical

education teacher. This expertise has also been used effectively to increase the range of sporting activities in the school, including after-school clubs and competitive sports, with a high uptake from pupils. Pupils now exercise vigorously; they maintain healthy lifestyles and are improving their performance levels, with a significant number of pupils making outstanding progress in physical education and achieving success as sports leaders.

- The school uses the pupil premium funding effectively to raise achievement of vulnerable pupils. Additional individual support is provided to enable pupils to make at least the same progress as their classmates in literacy and numeracy. Additional support for speech and language development is provided to develop communication skills for those who need it and additional behaviour and family therapy support is provided to improve behaviour for learning and attendance.
- The school receives appropriate light-touch support and challenge from the local authority through regular reviews of its work and the facilitation of professional development with other schools.

■ The governance of the school:

- Governors are providing good support for the school and challenge its work effectively. They are closely involved in the school's self-evaluation and school development planning, and are reviewing the impact of their own work. They have an accurate view of teaching and learning based on first-hand visits to school, the interpretation of data and scrutiny of school reports. Governors are overseeing the new changes to the curriculum and assessment effectively. Governors oversee the management of the headteacher's performance well and ensure robust procedures for setting the headteacher's objectives. They are making sure that the legal requirements for safeguarding are met, especially through training, assessments of potential health and safety risks, and the robust implementation of vetting procedures to check the suitability of staff and visitors.
- Governors are holding the schools to account for its spending on primary physical education and sport funding, additional Year 7 catch-up funding and pupil premium funding. They ensure that the school promotes tolerance of and respect for people of different faiths, cultures and lifestyles, and in preparing pupils for life in modern Britain. Governors meet parents at school events and wherever possible seek their views.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Parents highlight the good behaviour of pupils and how well the school manages to change the more challenging behaviours of some pupils effectively. There have been no permanent exclusions in the school in recent years. Fixed-term exclusions, which are below average, remained at the same level in 2014 compared with 2013, despite the admission of an increasing proportion of pupils with behaviour, emotional and social difficulties. Pupils respond well to the consistent management of behaviour by staff in implementing the school's system of rewards and sanctions effectively. Disruption to learning of any kind is rare. Good behaviour of pupils is having a positive impact on their spiritual, moral, social and cultural development as seen, for example, in their respect for others who are different to themselves.
- Pupils are courteous and respectful to staff and visitors. They are kind and helpful towards one another. They understand the importance of good behaviour in school, at home, in the work place and after school. In discussion with different pupils, they agreed that bullying is rare and always dealt with effectively. Parents, staff and governors believe that behaviour is good and that the school deals effectively with bullying.
- Pupils have positive attitudes to learning as reflected in lessons, in their work and in their eagerness to participate in all school activities. This helps their learning and progress and has a positive impact on their behaviour around the school. It is also reflected in their above-average attendance and their punctual arrival to lessons.
- The school's work to keep pupils safe and secure is good. Good procedures are in place to ensure that the visitors to the school are checked. Incident records show that the school deals effectively with any discriminatory or derogatory language, which very rarely occurs. Pupils play safely and follow the rule of safety when handling equipment, in using the internet and when playing sport. On entering and leaving

the dining room and assemblies, pupils move calmly and safely. Pupils say they feel safe on school trips, where all potential risks are thoroughly assessed. They learn how to travel safely and independently as they get older.

- Pupils are developing awareness of how to deal with any form of extremism should it arise in school and say they can go to any member of staff if there are worried.
- The school's systems for monitoring and promoting good attendance, especially through its family and parent support worker and behaviour team, are effective. Staff work closely with families and provide additional work to enable these pupils to catch up with learning. As a result, the negative impact of previously poor attendance of a few pupils on their learning and progress is greatly reduced.

The quality of teaching

is good

- The impact of teaching on pupils' learning over time is good. Work in pupils' books, the school's data and visits to observe learning in lessons confirm that the quality of teaching has improved since the last inspection, with a significant increase in the proportion of good and better lessons. Parents, pupils, staff and governors also believe teaching is good.
- Pupils focus well on their learning and respond well to instructions. This is because teachers and teaching assistants have very good relationships with pupils and manage their behaviour consistently well. This was seen in all lessons and reflected in the pride pupils take when presenting their work neatly and completing all tasks set. In a hockey lesson, pupils rapidly learned to dribble with their hockey stick safely because all adults maintained good relationships with pupils and clearly demonstrated how to play hockey safely, providing good feedback and encouragement.
- In lessons visited and in the celebration assembly observed, interesting activities were planned to motivate pupils and build their confidence as learners. For example, primary pupils displayed their designs for a face mask and some new to the school read aloud their stories to the whole school. In a Year 11 careers lessons, pupils were given job advertisements to look for key words which they might use in writing an application form. The learning of basics skills of communication and literacy were promoted well within these activities. Pupils' work also showed that numeracy was promoted well in subjects such as technology, physical education, science, art and design.
- Effective support for the teaching of basic skills and good support for learning of vulnerable pupils, including those eligible for pupil premium and those with additional special educational needs, is provided by teaching assistants. This enables these pupils to fill with any gaps in their learning and gain confidence in applying their skills in different situations. In these sessions, staff successfully break tasks down into smaller steps and deepen pupils' understanding by providing helpful practical examples. Year 7 catch-up funding has also been used effectively to purchase additional learning resources, which have improved pupils' engagement with learning.
- Teachers give equally good attention to different groups of pupils, including the most able and vulnerable pupils, by linking their learning to pupils' interests and needs. They usually engage pupils with challenging work, but occasionally they miss opportunities to extend learning further. This is clearly reflected in pupils' work as well as in the school's data.
- Pupils benefit from regular homework set by teachers and the opportunity to attend a homework club.
- As this was the beginning of the new academic year, baseline assessments were taking place for all new pupils to determine their level of attainment in basic skills. Assessment systems have improved since the last inspection and are being further developed to assess pupils' knowledge, skills and understanding in all areas of the curriculum. Teachers are beginning to use these new systems in their planning and in setting challenging targets. They make good use of ongoing assessment in lessons to move learning forward. Pupils' work shows that they receive good feedback on how well they are doing, but are not always informed of their next steps for learning when their books are marked.

The achievement of pupils is good

- Evidence from the school's data, pupils' books and observations of the impact of teaching on pupils' learning over time demonstrates that pupils are making good progress from their low starting points on entry to the school.
- Pupils throughout the school are making good progress in communication, literacy and numeracy, and in personal social and health education and citizenship. This prepares them well for the next stage of their education. A few of the primary aged pupils make outstanding progress in reading.
- The oldest pupils make good progress in their examination courses, achieving a wide range of qualifications which are highly relevant to their needs. They also make good progress in work-related learning and independence skills. This prepares them well for the next stage of their lives and leads to secure places in further education, which are sustained, when they leave school. A significant number of pupils make outstanding progress in English, science, computing, Sports Leader Award, and the Arts Award.
- Pupils with additional learning difficulties such as autistic spectrum disorder, speech language and communication needs, behavioural, emotional and social difficulties and the very few who speak English as an additional language make equally good progress as others because tasks are matched to their different learning needs by teachers and teaching assistants who work with them.
- Different groups of pupils make equally good progress because they are given tasks which they can do and which usually challenge their learning, although this is not always the case. In the scrutiny of pupils' work, there were occasionally missed opportunities to extend the thinking of pupils of different abilities.
- Pupils eligible for the pupil premium make equally good progress in English and mathematics as their classmates because they receive good support for their learning.
- More-able pupils are achieving equally well as others; this is reflected both in their work and in the school's data.
- Pupils take part in a wide range of lunchtime and after-school sporting activities, exercise regularly at play time and benefit from good teaching of physical education.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115453
Local authority	Essex
Inspection number	447957

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

Type of school	Special
School category	Community special
Age range of pupils	5–16
Gender of pupils	Mixed
Number of pupils on the school roll	121
Appropriate authority	The governing body
Chair	Sarah Adlem
Headteacher	Elizabeth Drake
Date of previous school inspection	10 November 2011
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