



**South Tyneside Council**

## **KEELMAN'S WAY SCHOOL**

### **ANNUAL REPORT TO GOVERNORS**

**SPRING TERM 2017**

#### **SUMMARY OF SCHOOL ACHIEVEMENTS**

- The headteacher, senior leaders and governors have very high expectations for the future development of the school. As a result, staff are highly motivated and determined to equip pupils with the necessary skills, preparing them very well for their next steps. The school provides a high level of care and support for its pupils. Very strong relationships ensure all pupils are very keen to be successful and do their best.
- Governance of the school is strong. The chair is very experienced and demonstrates an exceptionally high level of commitment to the school. Governors have a wide range of relevant skills that they bring to bear in their roles. They have an accurate understanding of the strengths and weaknesses of the school and make use of an extensive range of information to hold leaders fully to account for the impact of their actions.
- Consistently good teaching, with a good proportion which is outstanding, has been maintained since the last inspection. Teachers are highly skilled. They know the differing and often complex needs of each pupil in detail. Lessons are clearly structured to meet the needs of individual pupils. This contributes to good and often outstanding progress.
- PMLD provision continues to be a strength of the school. The leader of the PMLD provision is highly skilled and this ensures pupils make rapid progress. This is supported by the systematic refinement of assessment arrangements.
- Rigorous systems for checking progress have ensured that anyone who is at risk of falling behind can catch up quickly. Pupil premium funding is used very well to ensure there is no difference in outcomes between the disadvantaged pupils and others in the school. The school's drive to develop pupils' communication skills is pivotal to their consistently good progress and in their personal and social development.
- Pupils' outstanding spiritual, moral, social and cultural development is evident throughout the school. Pupils get on well together and participate fully in the wide range of

enrichment activities provided by the school. They enjoy coming to school and this is demonstrated in their good attendance and keen interest in all aspects of the school's work. Pupils' behaviour and personal development are outstanding and this helps them do well in their learning. Pupils are given ample opportunities to take responsibility. A good example is the involvement of pupils in the 'Youth Parliament'. This has had a marked improvement on pupils' self-confidence and self-esteem.

- The school has continued to make good progress in developing provision for outdoor learning. This is evident in all outdoor areas which are attached to classrooms, the school garden and 'The Hide'.
- Very strong working relationships with multi-disciplinary and external agencies have been maintained and extended. This ensures specialist advice and support are provided to ensure that the physical, social and emotional well-being of pupils is exceptional.
- A group of pupils have successfully achieved the *Duke of Edinburgh Gold Award*. This is an excellent achievement for the pupils and the school and represent the breadth in the school curriculum. There are clear links to the school's work to develop pupils' independence and skills in learning outdoors.

## INSPECTION HISTORY

**The school was last inspected in January 2014 when the overall effectiveness was judged to be good. This was the first inspection since the school opened as a new school.**

### **Areas for Improvement:**

- Strengthen leadership and management further by increasing the precision of tracking of individual pupils at each key stage, especially for those who are the most able.
- Ensure that a greater proportion of teaching is outstanding by ensuring that even more activities and lessons stretch pupils fully, especially the most able.

Good progress has been made in addressing the areas for improvement. The senior leadership team have worked particularly hard over the past year to refine and extend the school's system for checking progress.

**Next Inspection: Keelman's Way is now in the inspection window.**

## LEADERSHIP AND MANAGEMENT

School Self Evaluation: 2>1

SIA Judgement: 2>1

### Key Points:

- The headteacher and senior leaders have a very secure understanding of what needs to be done to further improve teaching and pupil outcomes. Members of the senior leadership work very closely together and support the headteacher in setting high expectations for staff and pupils. The impact of their work can be seen in the consistently good and increasingly outstanding teaching, despite staff change.
- Self-evaluation is detailed and effective. This ensures the school identifies the right priorities to sustain continuous improvement. Leaders at all levels have a secure understanding of the school's strengths and areas for further development. Increasingly, middle leaders are playing an active role in the school's development. Professional development is planned to further develop their skills in monitoring evaluation and in leading their teams.
- Systems for monitoring teaching are established. The work of teachers and support staff is checked closely and regularly. This has resulted in good improvements to teaching over time. Staff share good practice with each other and with other schools.
- The school has an effective system in place for checking pupils' progress. This has been developed and refined well over the past year. Additional funding is used effectively to support pupils eligible for the pupil premium. Additional teaching assistants are deployed carefully to ensure vulnerable pupils receive the best possible support.
- The flexible curriculum is enriched by music and drama, sport, visits and visitors, work experience and clubs. The curriculum has been adapted to ensure there are more opportunities for pupils to practise their basic skills in other subjects and, as a result, standards in number skills are now taught more consistently across the school.
- The leadership of the PMLD provision is very effective. The curriculum is tailored expertly to the starting points of each individual pupil. Discrete PMLD classes, 'Rainbow Groups', are coordinated across key stages. Teaching and learning is planned skilfully with the support of a multidisciplinary team. Pupils' physical development is a main part of the PMLD curriculum and this supports pupils' development of body awareness, mobility and physical independence.
- The school is wholly committed to working in close partnership with parents and has their overwhelming support. Very strong relationships also exist with a range of other professionals to provide wider help and support to students and their families.
- Governance is very effective. There is a wide range of expertise in the governing

body that enables it to do its job extremely effectively and carry out its legal responsibilities. Governors challenge senior leadership to ensure high quality provision and promote equality of opportunity. They have increased their focus on monitoring through a mathematics learning walk. They are well informed and have a good grasp of the quality of teaching and its impact on learning. Further training is planned to enhance governors' skills in CSE and in preparation for inspection.

- Governors have ensured the arrangements for safeguarding are very effective. A strong culture of safeguarding is evident in all aspects of the school's work. There is a shared understanding of the need to protect pupils against all possible risks. Staff receive high-quality training and regular updates on keeping pupils safe.

## TEACHING, LEARNING AND ASSESSMENT

School Self Evaluation: 2>1

SIA Judgement: 2>1

### Key Points

- Teaching is consistently good and an increasing amount with much which is outstanding. Teachers and support staff have expert knowledge in the teaching of pupils with severe learning difficulties and profound and multiple learning difficulties. Effective teaching is underpinned by teachers' deep knowledge of what each pupil can do and understand.
- Teachers have very high expectations of all pupils. This is especially true of the disadvantaged pupils and the most able. Every individual pupil is well known to the staff who work with them and understand their needs, so they are given high-quality support. Each pupil has a personalised profile and plan which directs learning.
- Teachers place a high priority on developing pupils' communication skills. This is a strength of the school's work. Staff successfully use a range of communication techniques and strategies to question and challenge pupils in their learning. Children get off to a fast start and make rapid progress because staff place a strong emphasis on independence. The continuous provision is very effective.
- Teachers' strong subject knowledge enables them to challenge and support all groups effectively. Resources, including ICT, and facilities are used very well to support learning. Classrooms reflect a whole school to pupils' personal development and their consolidation of basic skills. Provision for mathematics has improved over the past year following the implementation of a new scheme and the purchase of additional resources.
- Teachers make effective use of assessment information to ensure tasks are pitched well to the needs of all pupils. As a result, pupils of different abilities are stretched in relation to their learning needs. Assessment information identifies pupils who are not making the expected progress, especially in literacy and numeracy, so that additional help can be provided.
- Provision in Post-16 is exemplary. Staff work very hard to ensure pupils develop into happy and confident young people who enjoy learning. The life skills curriculum is fully tailored to their learning needs and enables them to develop key social and independence skills and prepare themselves for life outside of school. Staff work very closely with pupils to identify the next steps for their lives which may be employment, education or training.
- The school ensures the teaching of core subjects is effective. This includes the current focus on literacy, number, ICT and outdoor learning. The teaching of skills in music and PE has developed well through the expertise of senior staff and specialist teachers.

## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

**Key Points****Pupils' personal development and welfare are outstanding.**

- Keelman's Way is a calm, orderly and happy school. The school provides an exceptionally high level of care and support for pupils. All staff are trained to recognise signs of harm and abuse. They are diligent and act quickly to deal with any concerns. Communications within school are very well-established which means any potential well-being issues are swiftly identified.
- All pupils feel very safe in school. They are increasingly aware of the dangers relating to ICT and social networking. The school organises a wide range of events which help pupils take responsibility for their learning and keeping safe. A good example relates to the travel safety programme in Key Stages 3 and 4. Staff maintain a strong focus on the provision of independent travel opportunities
- Incidents of bullying are very rare. When issues do arise, they are resolved quickly through open discussion and support and with reference to the school's anti-bullying policy. Pupils are given positive encouragement to understand what constitutes an unsafe situation and how to take care of themselves.
- Pupils play an active part in the school community. They are given ample opportunities to give their views and demonstrate a strong sense of fairness and justice. Pupils enjoy the wide range of after-school clubs offered by the school including 'Fun Club', 'Youth Club' and activity clubs such as art and craft, movies, soft play and computing. Supervision levels are high and pupils are very well supported so they can enjoy participating in the enrichment activities safely. The school council was involved in a number of school developments last school year. The most recent event involved school councillors in buying croissants, pancakes and milkshakes for the whole school as part of their drive to 'Cheer everyone up!'
- Keelman's Way School holds the 'Rights Respecting Award' and works with other schools as they work towards achieving it.

**Pupils' behaviour is outstanding.**

- Staff are well trained in how to manage behaviour and they set clear boundaries for all pupils. Pupils listen carefully to each other, and other adults, and increasingly become more confident in managing their own behaviour.
- Pupils' behaviour in classes and around the school is excellent. The school day starts calmly with smooth transitions from the time they arrive in school. This calm transition is also evident at the end of the day. At lunchtimes pupils learn to become more independent and interact well with adults and other pupils.
- A significant number of pupils have complex conditions that require staff to deal with

their personal needs. Staff carrying out these tasks sensitively and with great care.

- All pupils thoroughly enjoy school. As a result, attendance is above good. Pupils' attitudes to learning are strong and they are keen to learn. The behaviour of many pupils is exemplary, and even though the nature of some pupils' learning difficulties can result in occasional of disruptive behaviour, these are exceptionally well managed.
- Pupils make excellent progress in their spiritual, moral, social and cultural development. The school reinforces British values across the curriculum and celebrates difference and promotes tolerance in all aspects of school life. The concept of lifelong learning pervades the school's work.

## PUPIL OUTCOMES

School Self Evaluation: 2>1

SIA Judgement: 2>1

### Key Points

- Pupils make consistently good and increasingly outstanding progress throughout the school and achieve well from their individual starting points. The large majority of pupils who have PMLD make rapid progress over time. Sometimes, pupils who have PMLD fall back due to illness.
- All pupils join the school with skills which are low in comparison with those expected for their age due to their significant cognitive difficulties and other complex additional needs. They are challenged well to reach their full potential through an integrated approach of education and therapeutic care.
- The progress made by individual pupil is tracked rigorously from entry, taking pupils' additional needs fully into account. School data shows almost all pupils make rapid and sustained progress over time. Pupils make good and increasingly rapid progress across year groups. Intervention is quickly put in place when pupils are found to be at risk of not meeting their individual targets.
- Teachers' skills and detailed knowledge of individual pupils' needs enables them to very skilfully break down tasks into small steps of learning. As a result, pupils work on tasks which precisely met their needs and, combined with effective teaching, all pupils progress well.
- Children get off to a really good start in the Early Years, particularly in their personal, social and emotional development and in their communication skills. This is because staff have a very personalised approach to meeting the individual needs of all children.
- Pupils' language and communication development is a key priority for the school. A high level of additional support is provided and this is speeding up progress. Pupils' early reading skills enables them to access a range of books. They can express favourite types of books and enjoy listening to stories.
- Disadvantaged pupils are supported very well through additional funding. As a result, they do just as well as other pupils in the school. Extra help is quickly provided if any pupils are at risk of falling behind. Over time, the looked-after children have made particularly strong progress due to the highly effective support they receive when they join the school.
- Outcomes for individual pupils and key groups are checked rigorously. This ensures all pupils achieve well. Thorough analysis of 2016 performance data showed action taken to improve outcomes in mathematics had a positive impact. Professional development has been provided to ensure staff teach number skills systematically and build on pupils' prior learning.

- At the end of Key Stage 4 in 2016, pupils achieved a good range of qualifications according to their areas of strength. All pupils made a successful transition to further education, training or the world of work.
- Strong leadership and management have ensured this provision is well organised to meet the needs of the pupils. Students have ample opportunities to make personal choices and develop independence. This leads to consistently good achievement.

## OVERALL EFFECTIVENESS

**School Self Evaluation: 2>1**

**SIA Judgement: 2>1**

**The overall effectiveness of the school is securely good and could be judged to be outstanding.**

- Teaching is consistently good with an increasing proportion which is outstanding. This leads to good and improving achievement.
- Pupils thoroughly enjoy school and they are very well prepared for the next stage of education.
- The leadership and management of the school are strong and this is rapidly improving the quality of teaching and outcomes for pupils.
- All aspects of the school's work are at least good.
- The school provides a very calm and orderly environment where pupils make outstanding progress in their spiritual, moral, social and cultural development.

## SUMMARY OF MAIN LOCAL AUTHORITY SUPPORT AND IMPACT

- The school improvement adviser supports the school through the Local Authority termly visit programme.
- The school improvement adviser has provided training for senior leaders on preparation for inspection. This will be continued as part of each SIA visit.
- The school improvement adviser provided support to governors in the headteacher's performance management.
- There will be a focus on provision in the Early Years in the summer term which is part of the Local Authority visit programme.

## LOCAL AUTHORITY CATEGORISATION

**The school is categorised at 2a.**

Keelman's Way is securely good and could secure a judgement of outstanding overall effectiveness in the next inspection.