

Kingsbury Primary Special School

Inspection report

Unique Reference Number	131259
Local Authority	Lancashire
Inspection number	360241
Inspection dates	19–20 January 2011
Reporting inspector	Hilary Ward

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	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	43
Appropriate authority	The governing body
Chair	Mr Alex Young
Headteacher	Mr John Hajnrych
Date of previous school inspection	14 November 2007
School address	School Lane Chapel House, Skelmersdale Lancashire WN8 8EH
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Introduction

This inspection was carried out by one additional inspector. The inspector visited eight lessons and saw the work of seven teachers. The inspector met with groups of parents and carers, staff, pupils, members of the governing body and representatives of Kingsbury's partner school. Various aspects of the work of the school were observed and documentation relating to safeguarding, the curriculum, pupils' welfare and care, samples of their work and progress data was scrutinised. The inspector reviewed 20 parents' and carers' questionnaires together with pupil and staff questionnaires.

The inspection reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively teachers are using assessment to plan pupils' next steps.
- The impact of the revised curriculum in creating innovative learning opportunities for all pupils.
- How effectively leadership and management at all levels, including the governing body, self-evaluate and identify areas to continually improve outcomes for pupils.
- The impact of inclusion opportunities with the school's co-located partner.

Information about the school

Kingsbury is a smaller-than-average-sized special school which provides for pupils with a range of learning difficulties and disabilities. These include pupils with moderate, severe and profound and multiple learning difficulties and those with autism spectrum conditions. As new pupils are admitted, the school is catering for increasingly complex needs. Approximately two thirds are boys. The school draws its pupils from across West Lancashire and there is one out of county placement. The vast majority are from White British backgrounds and none speak English as an additional language. A high proportion of pupils, about 40%, are known to be eligible for free school meals. Very young children are sometimes in the process of assessment but all pupils placed permanently at the school have a statement of special educational needs.

The school has both Healthy Schools and Investors in People status. In September 2009, the school moved to its current site where it is co-located with a partner mainstream primary school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Kingsbury is a good school. It provides a happy, safe and caring environment for pupils and staff. The quality of care, guidance and support for all pupils is outstanding. Parents and carers are extremely appreciative of the way that the school helps them and their children. Their views reflect the exceptional success of the school's support for families in order to enable them to play a full and effective part in their children's education. Each pupil who completed a questionnaire, or spoke to the inspector, reported that he or she feels happy and safe in school. Their spiritual, moral, social and cultural behaviour is outstanding, as is their behaviour.

The overall quality of teaching and learning for the increasingly complex range of learning difficulties and disabilities of pupils is good. Pupils make good and sometimes outstanding progress and achieve well against their individual targets, which are rigorously monitored. However, teaching does not always enable all pupils to make consistently good progress throughout the lesson, particularly during times when the class is taught as a whole group. The school has recently reviewed its curriculum to good effect to better meet the needs of its pupils but recognises that further refinements are still required for those with the most profound and complex needs. The provision for children in the Early Years Foundation Stage is outstandingly effective.

The governing body and senior leaders ensured that staff and parents were fully involved in planning the move to the co-located site. This resulted in everyone being fully committed to the opportunities that have been created to share improved resources and for Kingsbury pupils to play and work alongside their mainstream peers wherever possible. Partnerships such as this, and others with an extensive range of agencies, are outstanding.

The strong sense of community in this small school means that all staff contribute to evaluating the provision offered and in reviewing how to improve outcomes for pupils. This self-evaluation is accurate; there is clear evidence of improvement since the previous inspection, and consequently the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve rates of learning for all pupils by ensuring that whole-class teaching consistently takes full account of their differing abilities.
- Complete the adjustments to the curriculum to ensure it fully matches the needs of all pupils, particularly those with the most profound and complex special educational needs and/or disabilities.

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Outcomes for individuals and groups of pupils

2

In lessons, pupils work hard, behave exceptionally well and show enthusiasm for learning. On occasions, the pace of learning slows for some pupils when work is too hard or easy for them. With the good teaching and support they receive, most individuals make at least good progress from starting points that are typically very low, and some make outstanding progress against the targets set for them. Due to the increasing complexity of their special educational needs and/or disabilities, pupils are unlikely to attain levels reached by pupils of a similar age nationally. Assessment information shows that all groups of pupils, including girls and boys and those with different special educational needs and/or disabilities, achieve equally well overall.

Particularly good progress is made in aspects of communication and numeracy. The development of communication underpins everything the school does. Staff are skilled at developing pupils' use of a range of strategies such as visual symbols, signs and real objects to help them express their needs and feelings. Some higher ability pupils are able to read basic texts and write simple sentences. The revised curriculum is ensuring that pupils link their early counting and word recognition abilities to skills they will need in their future lives. They practise using these skills in the local community, for example, during visits to local shops.

Pupils enjoy healthy snacks at break times. All pupils enjoy sessions of physical education and either swimming or trampolining each week and often choose to take part in the daily 'wake up, shake up' session. Due to transport difficulties they are not always able to access the after-school sports clubs on offer in the mainstream primary school although currently two pupils attend the performing arts club. Attendance rates are broadly average. Absences are often due to pupils' medical conditions. Behaviour was seen to be excellent during the inspection and any small issues are dealt with very efficiently to minimise disruption.

The revised curriculum has ensured that all aspects of pupils' spiritual, moral, social and cultural development are exceptionally good and help to prepare them well for later life, for example, through the use of social stories. Pupils make visits which develop their understanding of different cultures and they welcome a wide range of visitors into their school. They enjoy sharing activities, play and lunchtimes with pupils in the partner school, developing their social skills effectively through these interactions.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	*
Pupils' attainment ¹	
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

How effective is the provision?

The quality of teaching observed during the inspection was never less than good and sometimes it was outstanding. Where lessons are outstanding, teachers keep to a minimum the time when the whole class is taught together, using their staff teams effectively to make sure pupils meet their planned objectives. This ensures that the diverse needs and abilities of pupils are met throughout the whole of a lesson. Lesson planning is generally thorough and detailed but is less precise for those invaluable periods of the day which contribute to pupils' social development and form part of the teaching time, for example, snack time. Teachers have made great strides in their use of assessment of individual pupil's progress since the last inspection. This is particularly effective when planning both independent work and the tasks for pupils working in small groups of similar ability. However, assessment is not always so well used to meet individual needs when planning whole class teaching. As far as possible, pupils are involved in evaluating how well they have done in a lesson and this helps them to understand how to improve their work.

The revised curriculum ensures that there is a strong emphasis on the teaching of the basic skills of literacy and numeracy and good coverage of other subjects by linking them within over-arching topics. All classes make visits out of school to a range of venues to

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enrich their understanding of the topics through exciting first-hand experience. Plans are in hand to develop more opportunities for pupils to learn by using all their senses in order to more fully meet the more profound and complex needs of some pupils. Pupils in Kingsbury and its partner mainstream school share excellent resources, such as the playground, soft-play and sensory rooms, which children can enjoy together.

The provision of outstanding care, guidance and support is central to the school's success. Pupils are known very well as individuals before they even start at the school, through visits to prior placements where appropriate, home visits and by excellent links with a range of external supporting agencies and professionals. Throughout the school day and during activities arranged in school holidays, staff support the development of pupils' educational, physical and emotional well-being. Care plans are exceptionally thorough and shared with homes to ensure high-quality care, for instance, in administering medication.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

During the last few years leaders and managers, including the governing body, have been involved in ensuring the move to the new co-located site is a success and that the new community is cohesive. There is no doubt that this partnership is beginning to meet the Kingsbury headteacher's vision to create new opportunities for inclusion for his pupils. The partnership is very strong with a joint governing body committee to manage the premises and a shared commitment to increase the social and educational links. Parents and carers from both schools have been involved in the planning and are able to see the advantages offered to their children. Kingsbury's parents express total confidence in the school. The excellent partnership they enjoy with staff, and their involvement with other agencies and professionals, contributes to the outstanding care and support provided. Community cohesion is promoted well with plans in place to extend links with other groups beyond the immediate locality.

Comprehensive monitoring of the quality of teaching and learning, sometimes by leaders from other special schools, is ensuring that it is continuing to improve and with it, pupils' achievement. The governing body is increasingly effectively involved in monitoring the provision in the school, helping to provide good governance. Staff are proud to work at Kingsbury School and share a strong desire to make the lives of their pupils better. Safeguarding arrangements are good, with the school's revised curriculum incorporating activities that help pupils understand how to keep themselves safe, for example, when using the internet. Equality of opportunity is central to the ethos of the school. All groups have equal access, for example, to out of school visits. Leaders and managers, including

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the governing body, are fully committed to ensuring the needs of the changing population are met effectively. This is a continually improving school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Under the highly-skilled leadership of its teacher, the quality of education and care in the Early Years Foundation Stage is outstanding. Children are thoroughly assessed when they join the class, and staff use their detailed knowledge to ensure that children settle quickly and start learning at once. Individual programmes are planned through highly-effective partnerships between staff, parents and carers and other professionals to target agreed areas for development. The Early Years Foundation Stage enjoys a new and stimulating learning environment both indoors and outdoors. This is shared with the mainstream school and offers excellent opportunities for inclusion to promote children's communication and social development in particular. The teacher leads her team very effectively and all staff are involved in delivering the sharply focused learning programmes. Planning is shared with staff in the mainstream school and this ensures progress towards children's targets is accurately assessed and evaluated in all settings. The teacher in charge has taken the lead in developing her own skills and those of her staff to meet the increasingly complex needs of the children, with the result that they are given an outstanding start in the school.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

A higher than average proportion of parents and carers returned questionnaires. Additionally, the inspector met a group of parents and carers during the inspection. All were highly positive about the work of the school and, in particular, about the support that staff provide to them and their families. There were no negative views expressed at all. Several parents commented on how happy and safe their children are at Kingsbury and on the opportunities they are given for inclusion with mainstream pupils. One parent summed it up in the comment that, 'Extensive support for the whole family plays an important part in the children's happiness and well-being.' and the inspection endorses the view that the school is a very happy place.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingsbury Primary Special School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 20 completed questionnaires by the end of the on-site inspection. In total, there are 43 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	75	4	20	0	0	0	0
The school keeps my child safe	19	95	1	5	0	0	0	0
My school informs me about my child's progress	18	90	2	10	0	0	0	0
My child is making enough progress at this school	15	75	5	25	0	0	0	0
The teaching is good at this school	17	85	3	15	0	0	0	0
The school helps me to support my child's learning	14	70	6	30	0	0	0	0
The school helps my child to have a healthy lifestyle	15	75	5	25	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	80	4	20	0	0	0	0
The school meets my child's particular needs	18	90	2	10	0	0	0	0
The school deals effectively with unacceptable behaviour	17	85	3	15	0	0	0	0
The school takes account of my suggestions and concerns	17	85	3	15	0	0	0	0
The school is led and managed effectively	19	95	1	5	0	0	0	0
Overall, I am happy with my child's experience at this school	19	95	1	5	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 January 2011

Dear Pupils

Inspection of Kingsbury Primary Special School, Skelmersdale, WN8 8EH

Thank you so much for welcoming me into your school this week. I enjoyed meeting you all in your classes and around the school at break and lunchtime. I especially enjoyed my 'wake up shake up' session with you. It certainly gave me a good start to the day. Kingsbury is a good school and I would like to tell you a little bit about what I found out while I was with you.

- Your school is a very happy place. Your teachers and support assistants are very committed to making sure you enjoy school and are kept safe.
- You make at least good progress and some of you make excellent progress. This is because your teachers know you well and know what you need to do to improve your work.
- Your families appreciate the support which staff give to them.
- You have some excellent facilities and enjoy being able to share them with your friends in the other school.
- I have asked your teachers to think about how they plan lessons to make sure that all of you can make equally good progress throughout the whole lesson.
- I have also asked them to finish planning the curriculum for those of you who have the greatest difficulty in learning.

Thank you again and good luck for the future.

Yours sincerely

Mrs Hilary Ward

Lead inspector

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