

Kingsley High School

Inspection report

Unique Reference Number	133317
Local Authority	Harrow
Inspection number	360482
Inspection dates	29–30 March 2011
Reporting inspector	Denise Morris

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	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	62
Of which, number on roll in the sixth form	23
Appropriate authority	The governing body
Chair	Jeff Anderson
Headteacher	Pauline Atkins
Date of previous school inspection	30 April 2008
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Introduction

This inspection was carried out by two additional inspectors. Eleven lessons were seen, taught by 10 different teachers. Meetings were held with senior leaders, staff, the Chair of the Governing Body and students. Inspectors observed the school's work and looked at planning documents, assessment information, minutes of governing body meetings, and pupils' work. They also considered responses to the inspection questionnaires submitted by 16 parents and carers together with completed questionnaires from school staff.

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

- Whether assessment data is used effectively to plan the next steps of learning for all pupils.
- How effectively lesson plans are linked to individual abilities.

Information about the school

This is a school for students with severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). Over a quarter of the pupils have a diagnosis of autistic spectrum disorder (ASD) and about a third of pupils have visual impairment. Nearly two thirds of the pupils are from minority ethnic backgrounds, largely Asian and African. A high proportion speak English as an additional language and are at the early stages of language acquisition.

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

This is a good school. Parents and carers are right when they say that their children are safe and secure at school. This is because of the outstanding care, guidance and support, which results in pupils' excellent spiritual, moral, social and cultural development. Their good behaviour is reflected in the calm atmosphere, pupils' respectful attitudes and the way that those from many different cultural backgrounds work together in harmony. Pupils' knowledge of healthy eating and keeping fit is outstanding and they have an excellent awareness of how to keep themselves safe. Parents say that their children enjoy school. As one explained, 'My child is very happy at Kingsley; staff are very supportive.'

Pupils' achievement, including in the sixth form, is good. They make good progress in lessons so that by the time they leave the school in Year 14 all pupils attain appropriate accreditation on their award scheme and other courses. Those with autistic spectrum disorders and those with visual impairment achieve as well as their peers because of effective individual programmes and the use of communication aids such as signs, symbols and pictures. The use of these is well monitored. Throughout the school, the majority of pupils benefit from mostly good teaching with positive relationships, good use of technology, careful and sensitive support and clear learning objectives that are focused carefully on pupils' abilities. In a minority of lessons, however, not enough resources are provided for all pupils and some have to wait too long for a turn. As a result the pace of their learning dips. The school has established good procedures to assess pupils' achievements. These show clear evidence of mainly good progress in lessons but do not yet show how much progress pupils make over time because the tracking system has not been in use long enough.

Pupils across the school benefit from a rich and exciting curriculum providing a very wide range of activities that they fully enjoy. For example, the high quality on-site pool enables students to benefit from regular hydrotherapy; some are able to swim daily. Provision for art is outstanding, enabling pupils to achieve very well because of highly skilled teaching and an exceptionally creative approach. Recent artwork, for example, is about to culminate in pupils' forthcoming exhibition at the Tate Modern. Effective vocational experiences provide students aged 14 to 19 with realistic opportunities to learn about life after school.

Accurate self-evaluation shows that leaders and managers are aware of what needs doing to bring about improvements. Successful attention to improving attendance and significant developments to the curriculum through some outstanding partnerships show the clear commitment of leaders to improving all aspects of the school. The introduction of the tracking system is an example of how leaders are embedding their ambition in the drive to raise achievement. The governing body is supportive and helpful although governors feel that with more members they could be even more effective. There has been good

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improvement since the last inspection. The school has a good capacity to continue improving.

What does the school need to do to improve further?

- Improve the consistency and pace of teaching and learning by ensuring that enough resources are prepared so that pupils do not have to wait in order to get on with their learning.
- Embed the new tracking procedures so that they can be used to show the rate of pupils' progress as they move through the school.

Outcomes for individuals and groups of pupils

2

Most pupils' attainment on entry to the school is extremely low as a result of their special educational needs and/or disabilities. For this reason attainment is not graded in this report because it is unlikely ever to rise above low, compared to pupils nationally. Nevertheless, pupils achieve well. All groups of pupils at the school make mostly good progress in lessons, mainly because of exciting activities and teaching that engages them and helps to keep them focused. For example, pupils in Years 7 to 9 achieved well as they followed a story about two characters who were going swimming; they were able to relate to this because many of them go swimming as well. Because the teacher made very good use of puppets to represent the characters, pupils were interested and eager to listen. The use of real resources as well as symbols and pictures to interact with pupils encouraged eye contact and contributed well to learning. In a small minority of lessons resources are not used as well as they could be, resulting in a slower pace of learning because pupils wait too long for their turn. Pupils with additional educational needs and/or disabilities achieve well. This was demonstrated in a numeracy lesson where visually impaired pupils were able to use switches to communicate a response to questions. Careful attention to lighting and facial expressions all contributed well to pupils' learning. As a result of skilled teaching, including individually directed questions, pupils made good progress. Those in Years 10 and 11 made some excellent improvement in their understanding of a nonsense poem in English because their learning was maximised by the use of objects linked to the poem. Effective use of technological aids enabled them all to make a contribution. As a result they made good progress and they learned several new words by the end of the lesson.

Pupils' understanding of healthy eating is excellent and was evident during lunchtimes when pupils made real choices from a variety of healthy foods. They keep fit by taking part in many sports activities, for example by joining in with coaching sessions in cricket and football supported by representatives from the local Watford clubs. Pupils enjoy working with the community and regularly raise funds for different charities. The productive school council, for example, recently organised a fund raising event for the victims of the Japanese earthquake. Opportunities for work experience with local businesses such as Pizza Express, help them to learn skills that will contribute well to their futures. Pupils have a very clear awareness of the many different cultures that make up their school and they value each other's beliefs and lifestyles. They get on very well with each other. This was evident in the school's Jewish style celebration of Passover during the inspection. Pupils of all ages shared their learning and really enjoyed listening to Jewish songs and making and tasting Matzo bread.

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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	2
The extent to which pupils adopt healthy lifestyles	1
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	2
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?

Strong relationships are evident in lessons and result in good behaviour by almost all pupils. Teachers manage most lessons well and make appropriate use of teaching assistants to support learning. Just occasionally learning slows down however when lessons are not prepared well enough. In the best lessons pupils are able to make use of a good range of communication aids to help them actively engage in learning. For example, the good use of visual cues in Years 7 to 9 enabled pupils to answer questions about the weather and make decisions about what they could do at playtime. Assessment of day-to-day learning is good but because tracking procedures are new and are not fully embedded, there is not yet a clear view of how much progress each pupil makes over time. However targets are clear and pupils are fully involved in them. Pupils benefit from many exciting activities, including a wide range of visits to places locally, which contribute well to their learning. Strong partnerships with local schools and businesses are having a very positive impact on joint working practices and enhance the curriculum considerably. The curriculum is enriched through the use of topics that help pupils to learn about the wider world. For example a focus on Chinese New Year resulted in some excellent artwork on display around the school.

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Staff provide exemplary care, guidance and support to pupils. Health and safety are promoted very well through training. Pupils at risk or those whose circumstances may make them vulnerable are identified promptly and provided with the support needed. The school works well with parents and regularly holds workshops to help them engage with their children at home. This has successfully promoted and improved attendance. High quality therapies, including speech and language and hydrotherapy play an important part in ensuring that individual needs are fully met. Very effective procedures for induction and transition ensure that pupils quickly settle.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Strong leadership is a key feature of the school. Leaders are driving improvement in all areas and as a result, the school is effective and provides good quality facilities that meet pupils' needs well. The headteacher has a clear vision for the future of the school. She is ably supported by the deputy and senior leadership team. In their questionnaires a small minority of support staff however expressed concerns about not being fully enough involved in decision making. Leaders promote equality well and are effective in eliminating discrimination. All pupils at the school have equal access to all the opportunities on offer. Accurate self-evaluation ensures that leaders know what is working well and what needs improving. The senior management team has embedded its ambition for the school by working very closely with local schools, businesses and other partners to create an environment in which pupils thrive and which serves them well. Members of the governing body are fully involved in the school's management and meet their statutory duties although they are not fully involved in evaluating outcomes. Together with the headteacher however, they have ensured that the school's strategy for community cohesion is excellent. Innovative links with a school in Bulgaria are helping pupils to learn about life in that country and are helping to foster pupils' very clear understanding of other cultures and lifestyles. Very close local links promote effective working relationships with many other schools. Partnership activities are outstanding and have a very positive impact on learning for all pupils and on enabling pupils to work closely with their mainstream peers. The school regularly hosts joint activities for pupils from a number of different local schools. Regular links with parents contribute well to pupils' learning. Safeguarding procedures, including those for child protection, are excellent and fully meet current government guidelines. They are rigorously monitored and the high quality site is exceptionally safe and secure.

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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	2
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	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

Students enjoy their time in the sixth form. 'The staff are friendly and approachable and deal with any queries and concerns quickly', wrote a parent of a student in the sixth form, in response to the inspection questionnaire. The appropriate range of vocational accreditation ensures that students develop good awareness of work. They complete a range of different modules and more-able students benefit from a range of options as part of their good links with the local college. Students enjoy their courses and look forward to going to college. They behave well in the sixth form and many are developing good levels of independence. They socialise together well and regularly help each other. For example if students are having a difficult day, others show good understanding and empathy, allowing each other time to settle. Students benefit from effective support and guidance, which helps them to find the right path for their futures and make good progress. They eat healthily and the vast majority choose to participate in sport, including swimming. They learn how to stay safe through the curriculum and about the importance of avoiding drugs and alcohol. They are provided with guidance on sex and relationships. Many have simple jobs around the school and they take these seriously and value opportunities to work in the community.

Good leadership and management ensure that students' achievements are informally assessed on a regular basis but there is a lack of a clear view about students' progress during their time in the sixth form. Evidence of past work shows a good range of activities and some outstanding artwork is displayed around the department. 'The lovely artwork inspired by the art teacher gives a welcoming and stimulating feel', commented a parent. The sixth form provides an effective bridge to further education by preparing students appropriately for their futures.

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These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

A small minority of parents and carers responded to the inspection questionnaires. Their responses show that most are pleased with the school. All of those who responded said that their child enjoys school and that the school keeps them safe. 'Safety is of the utmost importance', commented one. A few parents do not feel that their child is making enough progress or that the school helps them to support their child's learning at home. Inspection evidence found that progress is good and parent workshops are used well to help engage parents and carers in home-learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingsley High 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 inspection team received 16 completed questionnaires by the end of the on-site inspection. In total, there are 63 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	56	7	44	0	0	0	0
The school keeps my child safe	6	38	9	56	0	0	0	0
My school informs me about my child's progress	6	38	9	56	0	0	0	0
My child is making enough progress at this school	3	19	9	56	3	19	0	0
The teaching is good at this school	6	38	9	56	1	6	0	0
The school helps me to support my child's learning	5	31	8	50	2	13	0	0
The school helps my child to have a healthy lifestyle	7	44	7	44	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)	5	31	8	53	0	0	0	0
The school meets my child's particular needs	6	38	7	44	1	6	0	0
The school deals effectively with unacceptable behaviour	6	38	8	50	1	6	0	0
The school takes account of my suggestions and concerns	6	38	9	56	1	6	0	0
The school is led and managed effectively	6	38	8	50	0	0	0	0
Overall, I am happy with my child's experience at this school	7	44	8	50	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.



31 March 2011

Dear Pupils

Inspection of Kingsley High School, Harrow HA3 6AD

Thank you for your help during our recent visit to your school. This letter is to tell you some of the things we found out during our visit.

- Kingsley provides you with a good education.
- You behave well in and around the school and get on well with your peers.
- You have a very good understanding of how to stay safe and an excellent awareness of how to keep healthy.
- You are coming to school more often than you used to. Well done your attendance is now good!
- You make good progress in your lessons because of some good teaching, therapy and support.
- You achieve very well in art. We were impressed with the artwork you are going to show at the Tate Modern.
- Your teachers, care staff and leaders take very good care of you.

We are asking your school to do two things to help you do even better. Some of you could help to get resources ready before your lessons begin.

- Make sure you have enough resources.
- Make sure that there is a clear picture of how much progress you make at the school.

Thank you again for your help.

Yours sincerely

Denise Morris

Lead inspector

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