

Kingsley High School

Whittlesea Road, Harrow, HA3 6ND

Inspection dates	13–14 May 2014		
Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school because:

- Teaching is always at least good, and often outstanding. This ensures that almost all the pupils make outstanding progress.
- Pupils throughout the school make excellent progress in their reading, writing and speaking and in their personal development. Their achievement is outstanding.
- The sixth form is outstanding. Pupils make excellent progress in a range of subjects which effectively promotes their basic skills. As a result, they develop a good understanding of the world of work and of social and leisure opportunities.
- Teachers have a very good understanding of their pupils' abilities and they have high expectations for their progress. Checks on pupils' progress are accurate, and lead to pupils having detailed knowledge of what to do next, particularly the most able.
- All pupils leave with nationally accredited qualifications and are very well prepared for further study or training.
- Pupils with severe and complex needs achieve very well, as do those who are provided with extra funding and pupils for whom English is an alternative language.
- Pupils' behaviour is outstanding. Pupils are happy and enthusiastic learners because they feel safe and secure through excellent standards of care and support. Their attendance, apart from a minority with chronic medical conditions, is above the national average..
- The experienced headteacher leads an outstanding team of senior staff. Together they rigorously monitor and support teachers to improve teaching standards and the rate of pupils' progress.
- Governors are very well informed about the pupils' performance and teaching standards. They provide a strong level of challenge and support to the school's leaders.
- The wide range of subjects ensures pupils have interesting activities to participate in.

Information about this inspection

- Inspectors observed 12 lessons, all of which were joint observations with senior leaders.
- Meetings were held with teachers and support staff, senior leaders, governors and representatives from the local authority.
- Inspectors took into consideration the school’s annual parental surveys. There were 11 responses to the on-line questionnaire for parents (Parent View). Inspectors also considered the 46 staff questionnaires.
- The inspection team observed the school’s work and looked at a range of documentation, including self-review and development planning, records of pupils’ progress and behaviour since the previous inspection. Monitoring reports on teaching and the range of subjects offered were also looked at. Pupils’ attendance records were scrutinised as well as procedures relating to the safeguarding of children.

Inspection team

Melvyn Blackband, Lead inspector

Additional inspector

Kanwaljit Singh

Additional inspector

Full report

Information about this school

- The school caters for pupils with severe and complex learning needs, including those with a diagnosis of autism. About a fifth of the pupils have additional visual impairment.
- All the pupils have a statement of special educational needs.
- The proportion of pupils eligible for pupil premium funding, because they are entitled to free school meals or are in the care of the local authority, is well above average.
- All Year 7 pupils benefit from the funded catch-up programme.
- A very high proportion of pupils, are from minority ethnic heritage; almost two thirds speak English as an alternative language.
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What does the school need to do to improve further?

- Ensure teachers consistently use their checks on each pupil's progress to provide sharply focused targets, so that pupils know how to improve their work.

Inspection judgements

The achievement of pupils

is outstanding

- The attainment of the pupils when they enter the school is low because of their complex learning difficulties. From these starting points, the majority of pupils make rapid progress above that expected nationally. The upward trend has been consistently maintained since the previous inspection. Pupils make excellent progress in reading, writing and speaking. Their progress overall is slightly slower in mathematics. The school has taken action to remedy this and achievement in mathematics is increasing strongly.
- Sixth form pupils achieve very well. They gain experience of using their skills in practical situations. For example, they research types of plants, travel to the garden centre to buy plants, and learn how to look after them. Pupils use their literacy and numeracy skills in a range of work-related courses, experiences such as shopping and visiting specific areas of the local community.
- All pupils achieve nationally accredited qualifications at age 16 or during their sixth form years. These certify their progress in literacy and numeracy, in a range of work related, social and community-based experiences and in training to lead independent lives. As a result, pupils are very well prepared for college courses or further training. There have been no pupils in recent years who have left the school without the prospect of further education.
- Pupils with complex needs make excellent progress because of skilful teaching and a carefully constructed range of subjects. Activities are very well tailored to their needs. For instance, some pupils follow individual sensory-based timetables, which reinforce and build on their experiences. Pupils with a diagnosis of autism benefit from the school's outstanding work in communication. Teachers ensure that those with visual impairment are seated correctly and given adapted larger-than-usual resources, such as pictures and letters. As a result, all the pupils make very good progress. There are no differences in the achievement of different groups.
- Pupils who benefit from additional government funding and those who speak English as an alternative language make very good progress, in line with their peers. Funding has been effectively used to increase sensory-based programmes and to develop work in communication, involving a greater level of occupational therapy. On the basis of a detailed review of the pupils' progress showing a significant positive impact, governors have agreed to extend this support.
- All the pupils, because of their starting points, benefit from Year 7 catch-up funding. Although the attainment of pupils in Year 11 varies widely, because of their unique learning difficulties and different starting points, pupils entitled to extra funding are narrowing the gap with other pupils.
- The school does not use early examination entry.

The quality of teaching

is outstanding

- Teaching since the previous inspection has consistently improved. It is always at least good, and often outstanding. Improvements in teaching are a result of well-established, regular and rigorous monitoring by the senior team. Teachers react positively to this because it is accompanied by constructive mentoring and coaching and tailored further training.
- Teachers are skilled in setting work at the right level. For example, they have devised very well constructed sensory activities or visual cues to support pupils with autism. Senior staff ensure that teachers extend and reinforce their specific skills throughout the year.
- There are excellent relationships with outside therapists who enhance the construction of programmes and the assessment of progress. As a result, all groups make very good progress, particularly in communication and in literacy. This includes those who receive extra funding and pupils who speak English as an alternative language.
- The teaching of reading, writing and speaking is particularly good. Teachers use appropriate resources such as matching pictures and objects of reference at the earliest stages of literacy. The most able pupils make good progress in identifying the sounds and shapes of letters and are

encouraged to begin reading, often in a dedicated room with intensive individual support.

- Teachers continually encourage pupils to communicate, whether in speech or in symbols or by eye and body movement. This gives pupils confidence, extends their range of choices and enables them to work on their own, which promotes their motivation and achievement.
- Teachers have high expectations of their pupils' success. The checking of pupils' work is a strength in the school. Teachers keep detailed records of the pupils' progress in every lesson and use these very well to construct clear and measurable short term targets for each individual. Targets are, in almost every case, challenging and build effectively on the pupils' previous achievements. Rarely however, these are not clear enough or sufficiently focused. As a result, occasionally some pupils are not sure how to make their work better and the targets set do not give enough guidance to other adults in supporting pupils' progress.
- Teachers and assistants use their detailed knowledge of the pupils to plan interesting activities. They use questions skilfully to gauge how well pupils understand their work. Adults quickly adapt learning should a pupil need extra practise or find work too easy or hard.
- Pupils respond extremely well to the high levels of individual support they receive. They know the adults well and enjoy working with them. Adults in all classes promote excellent relationships. Because they know each pupil so well, they very quickly appreciate when a pupil is distressed or finding the work too difficult. They adapt each small step effectively to meet the pupils' needs. As a result, pupils feel confident in the support they receive. This motivates them to try even harder and supports their excellent progress.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. The school's detailed records show that most pupils have made significant progress in their behaviour since joining the school. There are now very few incidents of challenging behaviour and no recorded bullying incidents over several years. There are excellent improvements over time for pupils with specific behavioural needs. Pupils are very occasionally excluded for their own safety as a result of extremely challenging behaviour linked to their autism. These occasions are extremely rare.
- Pupils develop an understanding of how to resist bullying or discrimination should it occur. Staff provide excellent role models. There is an emphasis on respect for others, supported by citizenship activities and very effective personal, social and health education. Older pupils have many opportunities to go into the local community, teaching them how to behave in public. Their conduct in classrooms, around school or out of school is very good.
- Pupils have outstandingly positive attitudes to their teachers and lessons and this supports their progress. Classrooms are industrious and harmonious places, where learning thrives. Pupils enjoy their lessons and the company of their friends. This is reflected in their generally above average attendance. The pupils look forward to learning new things and working with adults. They show intense interest in, and appreciation for, the efforts of their classmates.
- Behaviour is managed very well. Many pupils have detailed behaviour plans which are consistently followed. Regular weekly staff meetings to discuss the behaviour of individual pupils are held. There are clear policies and procedures which are followed by all staff and which are regularly monitored by leaders.
- The school's work to keep pupils safe and secure is outstanding. Safeguarding arrangements are excellent and the school is characterised by very high standards of care. For older pupils, experience of such things as work experience and crossing the road, help develop pupils' understanding of how to keep themselves safe in more unusual situations.

The leadership and management are outstanding

- The experienced headteacher has successfully established a culture of high expectations for both

staff and pupils. She is well supported by a strong senior team. Together, they have created effective lines of accountability so that teachers know what is expected of them. Teachers and other staff respond well and morale is high. A minority of staff, however, have expressed negative feelings about the school. These were investigated during the inspection and there was found to be no foundation for the concerns.

- Senior staff maintain a comprehensive overview of pupils' progress. This is achieved through excellent and detailed checking and recording of pupils' progress. These records enable leaders to intervene should pupils not achieve as well as they should, with a substantial impact on ensuring all pupils achieve very well, especially in communication and literacy. Equal opportunities are at the heart of the school's work.
- Leaders robustly monitor every aspect of teaching, including regular checks on and meetings about pupils' progress. This is clearly linked to setting targets for teachers linked to salary progression. Strategies to support teachers through coaching and training have resulted in teaching standards rising consistently well since the previous inspection.
- The school's self-evaluation is outstanding as a result of the rigorous monitoring. This leads to development planning which is relentlessly focused on improving teaching and the pupils' progress. Over time, this has had a significant impact in raising standards. For instance, leaders are aware of occasional inconsistencies in the pupils' short term targets. School leaders are well supported and challenged by the governing body and by the local authority which provides extra monitoring at the request of the school in its drive for excellence. There is an outstanding capacity to continue this improvement.
- The range of subjects is well adapted to the needs of individual pupils. Detailed specific programmes are constructed for each pupil. Teachers ensure these take account of pupils' individual difficulties and are underpinned by continual work to develop pupils' communication. Older pupils' personal development benefits from opportunities to practise their basic skills by taking part in work-related, leisure and community opportunities. This is having a positive impact on their progress and behaviour and, for all pupils, strongly promotes their spiritual, moral, social and cultural development.
- Leaders and teachers engage extremely well with parents, who overwhelmingly indicate their satisfaction with the school. Annual reports and regular updates on their child's progress are of a high standard. The school welcomes parents and provides effective support for them where needed.
- Safeguarding arrangements are secure and meet statutory requirements.
- **The governance of the school:**
 - Governors are well informed about pupils' progress, and the management of the performance of teachers. They effectively oversee financial control, including the salary arrangements for teaching. Governors are fully involved in rewarding good teaching and tackling under performance. They maintain close supervision of additional government funding and regularly check the impact on the pupils' progress and well-being. Governors are involved in the school's self-review, target setting and checking processes. Governors often visit the school, observing teaching and speaking with staff. For instance, the Vice-Chair is involved in procedures to raise attainment in mathematics. Governors take part in regular training, such as child protection and comparisons of pupils' performance with similar schools nationally. They are well informed about health and safety matters, the safeguarding and well being of children and in ensuring their high levels of achievement.

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	133317
Local authority	Harrow
Inspection number	439479

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	64
Of which, number on roll in sixth form	22
Appropriate authority	The governing body
Chair	Jeff Anderson
Headteacher	Pauline Atkins
Date of previous school inspection	29–30 March 2011
Telephone number	0208 421 3676
Fax number	0208 515 8209
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