

Wings School Notts

C/O Kedleston Group Limited, Office Suite No.1, Ansell Gardens, Harmondsworth, Middlesex UB7 0AE

Inspection dates

20–22 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The proprietor has ensured that all the independent school standards are met.
- The principal ensures the quality of teaching is consistently good. Staff receive valuable guidance on how to improve their practice.
- School leadership is currently going through a period of transition. The recently appointed interim head of education, pastoral leader and senior leadership team have all made a good start in their new roles.
- Pupils make good progress despite missing large periods of the curriculum before joining the school. Pupils have a range of complex needs, including social, behavioural, emotional and mental-health difficulties.
- The vast majority of pupils leave the school with GCSE or entry level/functional skills qualifications in English, mathematics and science. There is also a range of appropriate vocational qualifications on offer.
- Staff know pupils extremely well and relationships are positive. Incidents of poor behaviour and bullying are rare.
- Staff are proud to work at the school. They are keen to learn new skills and determined for pupils to succeed.
- Pupils, especially in Year 11, receive good careers advice and guidance. Several pupils have recently moved onto to appropriate post-16 education.
- The quality of teaching is consistently good in a wide range of subjects. This is particularly the case in science and mathematics.
- Pupils' attendance increases dramatically when compared to that at their previous school or setting.
- The current assessment system does not allow teachers to moderate pupils' work and check its accuracy.
- Pupils have a limited awareness of faiths and cultures different to their own. They are not as well prepared for life in modern Britain as they should be.
- Currently, the content of the plans for school improvement do not enable the governing body to hold leaders fully to account for their actions.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Ensure that plans for school improvement contain sufficient detail for governors to hold senior leaders fully to account for their actions.
- Ensure that a new assessment system is introduced systematically and all staff are given appropriate training to ensure that pupils' assessments are accurate.
- Ensure that pupils are better prepared for life in modern Britain by making them more aware of the values, traditions and beliefs of faiths and cultures different to their own.

Inspection judgements

Effectiveness of leadership and management

Good

- The proprietor, principal, interim head of education and newly formed senior leadership team are effective in their roles. They have high expectations for staff and pupils alike and are determined to ensure that pupils enjoy their time at the school and leave with a range of appropriate qualifications.
- School leadership is currently experiencing a period of transition. The interim head of education, pastoral lead and the leader responsible for the provision for pupils with special educational needs and/or disabilities (SEND) have made a positive start in a short space of time.
- The principal ensures that communication between the care and education staff is good. Detailed briefings at the start and end of the day give the opportunity for staff to share vital information about pupils. Staff use this information to alter their plans accordingly.
- The principal ensures that transition arrangements before pupils start at the school are good. Home visits are made, and information about each pupil is gathered from a range of sources, including parents and carers and social care. Pupils may start on a reduced timetable to become familiar with staff and school routines. Pupils, therefore, settle quickly into school life, attend frequently and make good progress.
- Leaders ensure that staff regularly attend training events. There are also opportunities for staff to develop professionally by sharing good practice with colleagues from other schools in the group.
- The principal ensures that staff receive effective feedback on their classroom practice. There are frequent checks on pupils' achievement, for example leaders assessing from pupils' workbooks the amount of progress they have made in each subject.
- The leader responsible for the provision for pupils with SEND is effective. Various systems and activities which help to check frequently on the progress these pupils are making have been introduced. Weekly 'child in mind' meetings give staff the opportunity to discuss any extra help or support a pupil might require.
- There are good links with a number of on-site therapeutic services. Leaders ensure that pupils receive a variety of effective support from specialists, which include speech and language therapy, a clinical psychologist and occupational therapy.
- The pastoral lead has made good links with parents of the day pupils. There have already been improvements in communication between school and home, for example home/school diaries have been introduced to share important information. These help staff and parents keep up to date with each pupil's progress.
- The leader responsible for the allocation and monitoring of the use of the pupil premium funding ensures that disadvantaged pupils receive a range of extra help and appropriate support. This is monitored closely and has a positive impact on the progress these pupils make.
- Leaders have ensured that there is an appropriate curriculum in place which meets the needs of pupils. Schemes of work and curriculum plans outline clearly what is to be taught and when. These plans consider the Equality Act 2010 and promote British values,

for example democracy, tolerance and the rule of law.

- Leaders provide pupils with frequent opportunities to learn and develop through educational visits. Recently, pupils have visited local colleges, a farm, and a rock-climbing centre, and participated in a football tournament, achieving second place.
- Staff who responded to Ofsted's staff questionnaire were unanimous in their view that the school is well led and managed. Staff also stated that they are proud to and enjoy working at the school, that pupils are kept safe and leaders manage pupils' behaviour well.
- The proprietor has ensured that the school's safeguarding policy is made available to parents on the school's website. The policy meets the required independent school standards.
- The proprietor has ensured that all the independent school standards are met.
- The current plans for school improvement do not contain sufficient detail. Therefore, the governing body cannot hold senior leaders fully to account for the actions they take.

Governance

- The governing body is very experienced and knowledgeable. Minutes of recent meetings of the governing body show that it rigorously holds the principal to account for all key areas of the school.
- There is an effective monitoring system in place which enables the governing body to check on all aspects at the school. The system includes: weekly reports from the principal, termly governing body meetings, various detailed audits, visits by external specialist consultants and termly visits by either the chief operating officer or chief executive of the group. The governing body, therefore, has an excellent understanding of the strengths and development areas at the school.

Safeguarding

- The arrangements for safeguarding are effective.
- The designated lead and deputy lead for safeguarding have received appropriate training for their roles. They, and other staff, have received training in such areas as spotting the signs of neglect, county lines drug trafficking, female genital mutilation and child sexual exploitation. A detailed training matrix shows clearly when staff are required to update their training.
- Staff are clear regarding the school's complaints and whistle-blowing procedures, should they be concerned about the conduct of an adult at the school.
- Records of safeguarding incidents are kept appropriately. Contact with outside agencies, such as social care and the local multi-agency safeguarding hub, is made promptly should extra advice or support for a pupil be required.
- Monthly meetings by the safeguarding overview committee ensure that ongoing and new safeguarding cases are evaluated frequently and, if deemed necessary, further action can then be taken.
- Leaders ensure that school procedures and pupils' individual risk assessments are changed as necessary, should any safeguarding or behaviour incidents occur.

Quality of teaching, learning and assessment

Good

- Staff are skilled in quickly building strong relationships with pupils, settling them into routines and earning their trust. Consequently, pupils respond positively, behave well and make good progress.
- Teachers provide pupils with a range of experiences and educational visits to improve their writing skills and vocabulary. For example, in the key stage 2 and key stage 3 nurture class, pupils recently visited a local forest. When writing a spooky story and setting the scene a pupil had written, 'The sky was dark, and the grass was dead. No life could be seen.'
- Teachers have good subject knowledge and plan lessons which interest and stimulate pupils. In key stage 3 science, pupils were dissecting sheep hearts, naming the various chambers, veins and arteries and discussing why some areas of the heart are thicker than others. In another science class, pupils made models of DNA using sweets and correctly using the terms nucleus, chromosome, characteristic, molecule and genes.
- Teachers plan activities at the correct level of challenge because they know pupils' strengths and next steps well. In Year 11 mathematics, the teacher was successfully supporting pupils who were calculating the gradients of straight lines using equations. Meanwhile, a learning support assistant was helping other pupils to calculate the perimeters and areas of various compound shapes.
- Adults insist on high standards. They encourage pupils to contribute fully during lessons and to try their best. Pupils respond well to these expectations by behaving well and producing work to a good standard for their ability.
- Pupils learn a number of life skills and particularly enjoy cookery lessons. Pupils were observed successfully preparing and chopping the ingredients to make a spaghetti bolognese.
- A number of pupils make very good progress in art. Year 10 pupils were engrossed in using oil pastels to develop their understanding of tone, form, texture and line, while sketching out a portrait of Vincent Van Gogh.
- Pupils enjoy physical education in the extensive school grounds and well-equipped sports hall. Pupils develop their knowledge and skills in a variety of sports, including football and badminton.
- Staff successfully use various online software tools to help improve pupils' mathematical and literacy skills. For example, Year 10 and Year 11 pupils were observed converting fractions into decimals and adding capital letters and full stops to incorrectly written sentences.
- Learning support assistants are a strength of the school. They help to promote pupils' independence and intervene skilfully when extra support or guidance are required.
- The school's current assessment system does not allow teachers to moderate pupils' work. Staff are, therefore, not always sure if the judgements they make about pupils' attainment and progress are accurate.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils know how to keep themselves safe when online. For example, they told the inspector they do not share personal information and know that people on social media are not always who they say they are.
- The democratically elected school council has recently raised money for charities, such as Children in Need, through organising various events. Pupils have taken part in anti-bullying week and Remembrance Day, and built a mascot for the Tour of Britain cycle race.
- Pupils have a good understanding of how to keep themselves healthy through eating a balanced diet and taking regular exercise. Pupils particularly enjoy making suggestions and changes to the school lunch menu.
- The personal, social and health education curriculum gives pupils the opportunity to develop their understanding of, for example, self-confidence and body image and to discuss whether social media is addictive.
- Staff and pupils recently took part in a colour run. This activity, where pupils ran in bright clothes and were covered in bright paint, helped to raise awareness of and promoted pupils' knowledge and understanding of LGBT issues.
- Pupils understand that all individuals should be respected and treated well. A typical comment was, 'I don't think anyone should be picked on. We are all the same.'
- Pupils do not possess enough knowledge regarding faiths and cultures different to their own. They are, therefore, not as well prepared for life in modern Britain as they might be.

Behaviour

- The behaviour of pupils is good. Staff closely monitor any instances of poor behaviour to look for possible triggers or patterns. The incidence of such behaviour has reduced during the academic year.
- Pupils behave well during social times. At break, there are opportunities for staff and pupils to mix socially over toast and a drink. Staff use this to further develop positive relationships with pupils. These allow pupils to discuss informally any issues or worries they may be experiencing.
- Incidents of bullying are rare. The school has recently gained the Diana Anti-bullying Award and trained pupils to become anti-bullying ambassadors.
- Pupils enjoy receiving reward points to promote their good behaviour. The points are collected during the week and successful pupils are taken off-site for a range of enjoyable activities, during Friday afternoons.
- Pupils are rewarded for their good behaviour and effort in class during a weekly praise assembly. During the inspection, the principal presented a range of certificates to pupils who had done well in science, art, and boxing and had improved their behaviour and attendance.

Outcomes for pupils

Good

- Pupils enter the school with knowledge and skills lower than those expected for their age because they have missed large sections of the curriculum.
- Pupils recently leaving the school have achieved GCSE qualifications in a range of subjects, including mathematics, English language and literature, biology, art, history and physical education. Pupils have also achieved functional skills and entry-level qualifications in English and mathematics.
- Pupils recently leaving the school have achieved BTEC National Diploma vocational qualifications in sport and in health and social care. There are opportunities for pupils to gain ASDAN qualifications in COPE (certificate of personal effectiveness). This helps to improve pupils' confidence, self-esteem and independent living skills, in such areas as personal finance.
- Some pupils are particularly talented artists and make good progress. Work in classrooms, on display and in workbooks is of a high standard.
- The school has successfully reintegrated a number of pupils back into mainstream education.
- Inspection evidence and information provided by the school indicate that the vast majority of pupils are making good progress in their chosen subjects.
- Pupils make particularly strong progress in science and mathematics. This is because these lessons are planned very well, and teachers have excellent subject knowledge.
- Over time, pupils, including disadvantaged pupils, develop a range of communication and social skills. Their behaviour, attitudes to learning and attendance improve significantly during their time at the school.

School details

Unique reference number	136039
DfE registration number	891/6036
Inspection number	10092691

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent special school
School category	Independent school
Age range of pupils	9 to 17
Gender of pupils	Mixed
Number of pupils on the school roll	41
Number of part-time pupils	1
Proprietor	Kedlestone Group Ltd
Chair	Paul Brosnan
Principal	Andrew Cutts-McKay
Annual fees (day pupils)	£55,000
Telephone number	01636 817430
Website	www.kedlestongroup.com/wings-notts
Email address	wingsnotts@kedlestongroup.com
Date of previous inspection	15–17 November 2016

Information about this school

- Wings School Notts is situated in the village of Kirklington, North Nottinghamshire. It provides full-time education for pupils aged between nine and 17 years old. Many pupils have experienced trauma and have social, emotional, behavioural and mental health difficulties.
- The large majority of pupils are looked after by their local authorities. There are currently 41 pupils on the school roll, with 31 pupils having an education, health and care plan.
- The school is registered to take up to 54 pupils. There are currently no post-16 students in attendance.

- The school does not use any alternative providers.
- The previous standard inspection took place in November 2016. An emergency inspection took place in January 2018, where all the independent school standards that were checked were met.
- The vision of the school is 'to provide high-quality schooling and care environments for the children the system does not work for'.

Information about this inspection

- Ofsted announced the inspection to the principal the day before the inspection began.
- The inspector, accompanied by the interim headteacher, observed the learning in all classes. He examined pupils' work in English, mathematics and a variety of other subjects.
- The inspector held meetings with the principal, interim headteacher, 10 members of staff, the chief operating officer, the director of quality and compliance and the group lead for the quality of teaching, learning and assessment. The inspector also held various meetings with the senior leadership team, and other leaders responsible for pupils with SEND, pastoral care, behaviour, anti-bullying, curriculum, safeguarding and the onsite therapy team. He held a telephone conversation with the local area designated officer and spoke with three pupils formally and several pupils informally.
- The inspector scrutinised a range of documents and policies, including those relating to the curriculum, assessment, school improvement planning, attendance and records relating to safeguarding.
- There were no responses to Ofsted's pupil and parent questionnaires. There were 19 responses to Ofsted's staff survey taken into consideration.

Inspection team

Peter Stonier, lead inspector

Her Majesty's Inspector

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