

Inspection of Kingsland School

Whitecroft Street, Watersheddings, Oldham, Greater Manchester OL1 4HX

Inspection dates: 25–26 February 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils often arrive at Kingsland School with negative experiences of education. Staff at Kingsland work with pupils to help them put the past behind them, enjoy learning again and develop high aspirations for their future.

Positive relationships are a strength of the school. Pupils and staff enjoy being together, for example playing table tennis at breaktimes. They chat and enjoy eating lunch together. Pupils we spoke with told us the staff have helped them to manage their behaviour better. They told us the staff never give up on them. Pupils also told us that the small classes ensure that they get the help they need in their learning.

Pupils are safe in school because staff plan provision very carefully. They closely monitor pupils' behaviour and interactions with each other. Any possible conflict is nipped in the bud and consequently there is a calm, friendly, respectful atmosphere within the school.

Staff have high expectations of pupils. Some pupils return to mainstream education and continue to do well. Older pupils who remain at Kingsland achieve qualifications and move into post-16 colleges, training or work.

What does the school do well and what does it need to do better?

The new key stage 3 curriculum aims to capture pupils' interest and inspire a love of learning. This is evidently happening. Pupils are now engaging in their lessons, learning and enjoying their education. However, some subjects such as geography, history, English and religious education (RE) take much of the time available, while science is not covered in any great depth.

In key stage 4, pupils study the core subjects of English, mathematics, science and personal, health and economic education. They also study practical subjects such as art, food technology, construction, and health and social care. Pupils have consistently achieved GCSEs and vocational qualifications. The vast majority of pupils move successfully into college, training, apprenticeships or work.

The school's behaviour system helps pupils learn how to manage their own behaviour. Pupils appreciate the form time they have each Friday to review their week and check the points they have earned. They are proud of their weekly certificates and the school trips they are able to enjoy. When pupils are not managing their behaviour well, staff are quick to intervene and help them to refocus and return to class.

Pupils learn the importance of respect at Kingsland School. Staff never miss an opportunity to nudge pupils to think about the words they use or how they could manage social situations better. Pupils learn how to be inclusive. For example, the

student council discussed holding a table tennis tournament instead of football because everyone would be able to take part.

Through the Duke of Edinburgh Award, staff plan outdoor activities that pupils may not have experienced before. Pupils talked enthusiastically about the water sports they have learned including kayaking, paddle-boarding and sailing.

Theatre companies and specialist organisations have visited school to educate pupils on current social concerns such as knife crime, gangs and drug misuse. Staff seize every opportunity to discuss and challenge pupils to think about the consequences of their actions on themselves, their families and the wider community.

Leaders complete a thorough assessment on every child referred to the school. The pastoral team meet with the family and also gather as much information as possible from the pupil's previous school. The school's special educational needs coordinator completes a thorough assessment on each child. Staff then plan learning that will support each pupil to succeed and gain confidence in themselves again. Some pupils gain an education, health and care plan and move to specialist provision.

Leaders and governors ensure that the school never gives up on any pupil. There is a strong culture of perseverance, respect and a 'can-do' attitude that permeates throughout the school.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. The safeguarding team are quick to respond to any concerns. They work closely with external agencies including the local authority, police and youth offending team. If required, they plan each child's educational provision with the safety of each individual as a priority.

The pastoral team work closely with any pupils whose attendance is a cause for concern. They work with families and external agencies to remove barriers to attendance. Some pupils make remarkable improvements in their attendance over time.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils in key stage 3 study a broad range of subjects through a topic-based approach alongside core mathematics lessons. While some subjects, such as geography, history and English, are well planned, this is not the case in science. This means that that pupils do not learn as much or remember what they have learned as well in science. Subject leaders need to work together to ensure that

all subjects are planned and organised so that pupils will have the knowledge and skills they need to be well prepared for key stage 4.

- The school's curriculum is not yet sufficiently coherently planned and sequenced in some subjects. However, it is clear from the actions that leaders have already taken to review and plan for future learning that they are in the process of bringing this about.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	134759
Local authority	Oldham
Inspection number	10122012
Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	10 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	138
Appropriate authority	Local authority
Chair of governing body	Danyel Dunkley
Headteacher	Andrea Skelly
Website	www.kingslandschool.org
Date of previous inspection	22 January 2019, under section 8 of the Education Act 2005

Information about this school

- The number of pupils on roll has increased from 97 to 138 since the previous inspection.
- The school now operates two sites. The main school site on Whitecroft Street caters for pupils who have been permanently excluded from school. The additional site, The Specialist Learning Centre, caters for a smaller number of pupils who are out of mainstream school due to medical or mental health reasons.
- The school uses one alternative provider, Greater Manchester Alternative Provision.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held discussions with the headteacher, subject leaders, teachers, other members of staff and members of the governing body including the chair. We met with a representative of the local authority and spoke with a representative from a local referring school. These discussions considered the quality of education, the

wider experiences of pupils at the school including personal development, aspects of pupils' behaviour and attitudes to learning and leadership and management. We looked at five responses from parents.

- We did deep dives in these subjects: science, English, history, geography and art. We discussed arrangements for the curriculum and teaching with the headteacher, deputy headteacher, subject leaders, teachers and teaching assistants. We visited lessons and talked with pupils about what they had been learning. We looked at pupils' workbooks and evidence of learning in these subjects.
- We spoke to staff, governors, pupils and the local authority about how the school keeps pupils safe. We examined the single central record of the checks undertaken to make sure that staff are suitable to work in school. We reviewed the school's safeguarding policy and looked at safeguarding records.
- We spoke to pupils and staff about the wider curriculum including the school's work to enhance pupils' spiritual, moral, social and cultural development. We also spoke to them about the school's work to support their personal development and behaviour.

Inspection team

Julie Bather, lead inspector

Ofsted Inspector

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