

Inspection of Wings School Notts

Main Street, Kirklington, Newark, Nottinghamshire NG22 8NB

Inspection dates: 20 to 22 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

Pupils are proud of the school, their achievements and the staff. Pupils value the staff's care and support. There is a strong culture of mutual respect that underpins the school. One pupil typically commented, 'It's a whole big family.' Pupils feel safe. Staff nurture pupils' self-awareness and self-confidence.

Leaders ensure that staff focus on developing, rather than managing, behaviour. Staff set high expectations. Many pupils improve their behaviour during their time at the school. Pupils are confident that staff would deal with bullying, were it to occur. Pupils appreciate having bullying ambassadors to turn to, if needed. However, bullying is rare.

Leaders have established high expectations of pupils' learning. Pupils appreciate their teachers. One pupil commented on behalf of many, 'Teachers help a lot with work. I learn new things every single day. Staff want us to succeed in life.' Staff provide therapy sessions, appropriate to pupils' needs. These sessions are integral to pupils' learning. Pupils are very well prepared for their next steps in education or training.

Pupils develop their interests and talents through a range of activities. For example, they like sailing, mountain-biking, song writing and cooking. They like having the school dogs, Stanley and Mabel, around.

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

Leaders have developed an ambitious curriculum. They have broadened the scope of subjects since the previous inspection. For example, this year, pupils learn chemistry and physics as well as biology. In other subjects, such as English, mathematics and physical education (PE), leaders identify what pupils need to know and when. Curriculum plans are well developed in all subjects. Leaders identify the steps needed for pupils to build on previous learning. For example, in PE, pupils learn key knowledge and build trampolining skills over time.

Teachers have good subject knowledge and provide clear explanations. They use resources well and make sure that pupils' learning is well structured. Staff regularly check pupils' learning. They revisit any learning when pupils have misconceptions or make errors. Through doing this, they enable pupils to know and remember more over time. However, leaders have not ensured that teachers teach the well-planned humanities curriculum in full to pupils in key stage 3 classes. As a consequence, these pupils do not routinely develop their understanding in humanities as well as they could.

Leaders have appropriate processes in place to identify pupils' additional needs, including by using a range of assessments. They use this information to support pupils in different ways. Leaders provide teachers with guidance about pupils' needs. Teachers use this information to adapt their teaching. For example, teachers break

tasks down into smaller steps and target questions to deepen pupils' learning further. Specialist staff, including clinical psychologists and occupational therapists, support pupils to overcome barriers to learning.

Leaders have developed a strong culture of reading. Teachers lead daily sessions to build pupils' reading skills and to nurture a love of reading. When needed, teachers deliver age-appropriate phonics to build pupils' reading fluency. Pupils value opportunities to visit a local library and to choose their own reading books.

Leaders set high expectations for pupils' conduct. Pupils have positive attitudes to school and their learning. Their behaviour is mostly calm and focused. Most pupils' attendance improves during their time at school, as does their behaviour. Leaders review all behaviour incidents. They develop and review behaviour support plans and risk assessments, as needed. Pupils are supported to regulate their own behaviour. Staff regularly praise pupils and they use the reward system consistently.

Pupils engage with a curriculum that prepares them well for adulthood and independence. They achieve a range of relevant qualifications. Leaders make sure that pupils have varied opportunities to explore the world of work. Pupils are very well prepared to move to colleges, apprenticeships or scholarships at the end of their time at the school.

Pupils' personal development is a strength. Staff provide a range of opportunities and experiences to enhance pupils' wider development. Pupils learn about respectful relationships and healthy lifestyles. Staff enhance pupils' spiritual, moral, social and cultural education. Pupils visit the theatre and places of worship. They engage with a community project for older people. Pupils greet and engage with visitors courteously. They have opportunities to understand differences and the importance of inclusion and equality. Pupils form lasting memories. For example, older pupils recall with affection and respect the relationships they have with many staff.

Leaders are mindful of staff workload. They actively support staff well-being. Staff appreciate the training opportunities provided. They are proud to be part of this school.

The proprietor and leaders share a clear vision. In everything they do, all senior leaders have a common moral purpose, focused on the school's key values. They are ambitious for every pupil to succeed. They have brought about significant improvements since the previous standard inspection and they demonstrate strong capacity to further improve the school.

The proprietor and leaders have a strong understanding of the independent school standards (the standards). The school meets the standards securely and consistently. The premises are well maintained. Risk assessments reflect the school's policy. Leaders comply with schedule 10 of the Equality Act. Leaders publish key information on the website, including the safeguarding and complaints policies.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. Staff understand their responsibilities. They know what to look for that may identify a concern about pupils' welfare. Leaders know pupils and their backgrounds very well. Leaders respond quickly and appropriately to support and ensure that pupils are safe. They work with a range of external agencies to provide additional help. They readily challenge other agencies when needed. Pupils say that they are safe. They have trusted adults to turn to and can share worries or concerns. Pupils learn to understand risk in different situations, including when online and when in the community.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders have developed a key stage 3 curriculum with overviews that set out the intended learning in different subjects. However, leaders have not ensured that teachers deliver the planned curriculum in full across the humanities subjects. As a result, key stage 3 pupils do not have the opportunities to learn the planned knowledge and skills in these subjects fully. Leaders need to ensure that all subject curriculums are implemented as intended. This will enable pupils to know and remember more in all subjects and build their learning over time.

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 information from Ofsted Parent View 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.

School details

Unique reference number	136039
DfE registration number	891/6036
Local authority	Nottinghamshire County Council
Inspection number	10267651
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	38
Number of part-time pupils	0
Proprietor	Kedleston Group Ltd
Chair	Paul Brosnan and Lee Reed (Co-chairs)
Principal	Jacob Shelton
Headteacher	Cliff Webb
Annual fees (day pupils)	£59,795
Telephone number	01636 817430
Website	www.kedlestongroup.com/our-locations/residential-schools/wings-school-notts/home
Email address	j.shelton@kedlestongroup.com
Dates of previous inspection	7 to 9 December 2021

Information about this school

- Wings School Notts is situated in the village of Kirklington, Nottinghamshire, NG22 8NB.
- There are 38 pupils on the school's roll. There are currently no post-16 students at the school.
- The school admits pupils who have experienced trauma and have social, emotional, behavioural and mental health needs. Many pupils have an education, health and care plan (EHC plan).
- There have been some changes in teaching and support staff since the previous standard inspection. New appointments include teachers of English, art and design, PE, science, and personal, social, health and economic (PSHE) education.
- The school uses the services of one registered alternative provider.
- The previous standard inspection took place in December 2021. The inspection found the school to be inadequate. A progress monitoring inspection, in September 2022, judged the school as not meeting all of the independent school standards that were checked during the inspection.

Information about this inspection

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

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the principal and the headteacher. They met with other senior leaders, including the special educational needs coordinator and the designated safeguarding leads. Inspectors also met with a range of staff.
- Inspectors met with one of the co-chairs of the proprietorial body. Inspectors met with company officers.
- Inspectors carried out deep dives in reading and English, science, PSHE and humanities/history. For each deep dive, inspectors met with teachers and subject leaders, visited lessons, looked at samples of pupils' work, spoke with pupils and listened to pupils read.
- Inspectors looked at a range of other subjects, including mathematics, art and design, Spanish, PE, outdoor education and food technology. They visited lessons, looked at pupils' work and reviewed curriculum plans.
- Inspectors spoke with pupils about different aspects of school life.

- Inspectors scrutinised a range of documents, including policies related to safeguarding, curriculum, teaching, health and safety, and complaints. Inspectors reviewed the single central record and safeguarding records.
- Inspectors had a tour of the premises to review the suitability of the accommodation.

The school's progress in meeting previously failed standards

During the inspection, we checked whether the school now meets the independent school standards that it was judged to have failed at its previous progress monitoring inspection on 22 September 2022.

- The outcome of this part of the inspection is: **the school now meets the previously failed standards.**
- At the previous progress monitoring inspection, the inspector determined that curriculum plans were in the early stages of being developed. Leaders were in the process of identifying what the curriculum would include in each subject and the precise knowledge that pupils would learn. Some subject leaders were not considering what pupils already knew in their subjects.
- Leaders have revised the curriculum policy in line with the school's vision. Subject leaders have further developed schemes of work for their subjects. The schemes of work are ambitious and are appropriately sequenced to build pupils' knowledge and skills over time. Leaders have provided training for staff to develop the expertise needed to implement the revised curriculum. Leaders ensure that schemes of work take account of pupils' needs. Leaders review the curriculum and subject schemes of work regularly. They review pupils' work and learning to check and evaluate whether pupils are making good progress over time.
- Leaders have developed teachers' knowledge and skills. Training has focused on improving subject knowledge and pedagogy. Training has also focused on the use of assessment to inform pupils' subsequent learning. Leaders have appointed specialist teachers with strong subject expertise. Leaders have invested in standardised assessments to help determine pupils' prior learning, knowledge, skills and aptitudes. They use this information to adapt the curriculum and teaching to meet pupils' learning needs.
- At the previous progress monitoring inspection, the inspector found that leaders shared targets related to pupils' special educational needs and/or disabilities (SEND). However, the targets were imprecise and too long term. They did not identify achievable steps that these pupils needed to take to be successful.
- Leaders have improved the identification of, and strengthened the provision for, pupils with SEND. Leaders determine clear targets that are shared with staff. Staff use these targets to adapt their teaching appropriately to enable pupils with SEND to learn the intended curriculum and to be successful. These improvements are being embedded across the school.
- At the previous monitoring inspection, the inspector found that the teaching of early reading was in its very early stages of being developed. Few teachers had experience of teaching the phonics scheme adopted by leaders. Leaders were beginning to implement approaches to develop pupils' love of reading.

- Leaders have developed a well-thought-through approach to improve the teaching of reading. They have resourced the phonics scheme, which is now embedded. Teachers have received phonics training and consistently teach phonics to pupils who need to build their fluency in reading. Teachers lead a daily reading lesson for all pupils to build reading skills and to nurture the love of reading.
- During the progress monitoring inspection, the inspector identified concerns related to the school's arrangements to safeguard pupils and promote their welfare. The inspector found that the school's attendance and absence procedures were not robust. Systems for checking pupils who were absent were inconsistent. The inspector found that leaders were unaware of statutory guidance regarding children missing education. Leaders did not have systems in place to identify low-level worries about pupils before they became significant concerns. Leaders did not know the statutory requirements for when an alternative provision needs to be registered.
- Leaders have improved the school's attendance policy and procedures. They systematically monitor and evaluate pupils' attendance. They have improved the school's safeguarding procedures. Leaders thoroughly record safeguarding concerns, including the actions they take in response. They regularly review these records to confirm the appropriateness of the actions they have taken. Leaders have reviewed their use of alternative provision. They undertake regular quality assurance checks to monitor and evaluate the provision and pupils' progress.
- At the progress monitoring inspection, the inspector found that leaders had not demonstrated sufficient knowledge of the standards to ensure that the school met all of them consistently over time. The inspector found that leaders had not acted to resolve all concerns identified at the previous standard inspection relating to the curriculum, the quality of teaching, safeguarding, and leadership and management.
- Leaders have taken strategic actions to resolve the previously unmet standards. They have improved the curriculum and the quality of teaching. Leaders have resolved concerns related to safeguarding. For example, they have invested in a system to record safeguarding concerns and their responses to such concerns. Leaders have provided staff with training related to safeguarding procedures, the curriculum and teaching.
- The proprietor and leaders have demonstrated the knowledge appropriate to their roles. They demonstrate the necessary skills and knowledge required to meet the standards.

Information about the progress monitoring inspection

- The Department for Education (DfE) commissioned a progress monitoring inspection to take place at the same time as the standard inspection. The purpose of the inspection was to monitor the progress the school has made in meeting the requirements of the standards that relate to curriculum, teaching, welfare, and leadership and management that were judged as unmet at the progress monitoring inspection that took place on 22 September 2022.
- This was the school's second progress monitoring inspection.

- The DfE required the school to submit an action plan. Ofsted evaluated this plan on 26 January 2023. The plan was approved by the DfE on 6 March 2023.
- The lead inspector met with one of the co-chairs of the proprietorial body and with school leaders.
- The lead inspector considered documentation related to curriculum, teaching, assessment, safeguarding, and leadership and management.

Inspection team

Chris Davies, lead inspector

His Majesty's Inspector

Imtiaz Patel

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school now meets the following requirements of the independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in subparagraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time; and
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that–
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and

- 34(1)(c) actively promote the well-being of pupils.

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