



# Kingsley School

## Inspection Report

**Unique Reference Number** 122166  
**LEA** Northamptonshire  
**Inspection number** 281174  
**Inspection dates** 1 March 2006 to 1 March 2006  
**Reporting inspector** Steven Parker AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Special	<b>School address</b>	Churchill Way
<b>School category</b>	Community		Kettering
<b>Age range of pupils</b>	3 to 11		Northamptonshire NN15 5DP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01536 316880
<b>Number on roll</b>	129	<b>Fax number</b>	01536 415755
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Linda Bailey
<b>Date of previous inspection</b>	31 January 2000	<b>Headteacher</b>	Mr Tom O Dwyer

Age group	Inspection dates	Inspection number
3 to 11	1 March 2006 - 1 March 2006	281174

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Kingsley is a day special school for primary-aged pupils with a range of learning difficulties. It has an inclusive Neighbourhood Nursery catering for children of all abilities. An increasing proportion of pupils in the main school have complex needs. Nearly a third have autistic spectrum disorders, about 20% have speech or communication difficulties and about 15% have profound and multiple learning disabilities. Pupils' backgrounds reflect the diverse nature of Kettering and the wider county community. There are very few pupils from minority ethnic backgrounds or for whom English is an additional language. There are nearly three times as many boys as girls.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Kingsley is a good school where outstanding care, guidance and support help pupils to make excellent progress in their personal development and behave exceptionally well. The school has developed and sustained highly successful partnerships with parents and other services and agencies. The quality of teaching and the curriculum is good overall and outstanding in the Nursery and Reception classes. As a result, children in these classes make outstanding progress and all other pupils make good progress, whatever their difficulties. Staff know their pupils well and most teachers use that knowledge to plan pupils' learning effectively. In a few cases, however, this planning does not take proper account of the range of needs in the class. Pupils' attitudes to school are exemplary and they are very enthusiastic about everything that they do. Excellent relationships between staff and pupils ensure that they feel safe and secure. Leadership and management are good. The headteacher's motivating leadership is helping the school to adapt well to the changing character of its population, and he has created an atmosphere of highly productive collaboration, where everyone, including the very supportive governors, feels fully involved in planning the school's future. The school knows itself well and inspectors agree with most of its judgements about effectiveness. It does, though, not make the best use of the comprehensive information it gathers about pupils' progress to inform its planning. Neither does it always make improvement points sufficiently clear to teachers where required. It has excellent capacity to improve further and provides good value for money.

### **What the school should do to improve further**

- Make further improvements in teaching to ensure that all activities are planned effectively to meet the full range of ability in the class.
- Ensure that teachers are clear about any improvements that they should make to their practice.
- Make better use of the data it gathers from assessment to identify trends and track pupils' progress for different groups and across subjects.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress and achieve well. The attainment of the majority is well below national expectations when they arrive at the school. They get a very good start in the Nursery and Reception classes and then go on to make particularly impressive progress in communication skills and their personal development as they go through the school. Those children who attend the Neighbourhood Nursery are very well placed to go on to learn effectively when they transfer to mainstream primary schools. Staff at Kingsley are ambitious for pupils to succeed and set challenging but achievable targets across a wide range of activities. All targets are properly informed by teachers' good knowledge of how well they are doing, but not always effectively applied for some pupils with the highest and lowest abilities. Successful learning of basic skills in

literacy, numeracy and ICT means that pupils are well prepared for any opportunities they have to spend time in mainstream schools and then when they go on to their next school at 11. Pupils benefit particularly from the wide range of physical activities that they participate in. Girls and boys and pupils with different needs all achieve equally well.

## **Personal development and well-being**

### **Grade: 1**

The personal development of pupils is excellent. Starting in the Nursery classes, children make outstanding progress in learning how to take care of themselves, understand rules and consider the needs of others. Pupils' attendance is good. They love coming to school, work conscientiously to improve their skills and engage enthusiastically in the wide range of activities that are offered to them. They learn how to live healthy lives and take care of their bodies. Their spiritual, moral, social and cultural development is exemplary. During lessons, pupils think deeply about a wide range of issues and develop a very clear sense of right and wrong. As a result, behaviour in class and around the school is outstanding. Pupils' cultural development is very good, because the school has improved the way it prepares them for life in a multicultural society since the last inspection. Pupils make a very good contribution to their community by their enthusiastic involvement in projects such as the school council and gardening group. Pupils are well prepared for their future economic well-being by improving their reading, number and ICT skills and developing very good levels of independence.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good overall, and in a few areas, excellent, helping pupils to learn successfully. Pupils' introduction to the school in the early years is particularly successful because of the outstanding teaching they receive there. Right across the school, relationships are exemplary and pupils' contributions to lessons are highly valued because all staff take every opportunity to recognise and celebrate their efforts and successes. There is exceptionally strong team work between teachers, their learning support assistants and other professionals who all work in very effective partnership to support learning and manage any challenging behaviour successfully. Well presented teaching materials, as well as outstanding use of a range of signs, symbols and visual timetables help all pupils, but especially those with autism, to engage fully in lessons, and take advantage of other learning opportunities. There is good collection of information about how pupils learn and how well they have done. In the majority of lessons good quality planning takes full account of this knowledge. Occasionally, however, not enough is done to make activities relevant to the individual, and, as a result, a few pupils find the work too easy and others struggle with what they are expected to do.

## **Curriculum and other activities**

### **Grade: 2**

The quality of the curriculum, including that for children in the Nursery and Reception classes, is good. It has an appropriately strong focus on communication, basic reading, number and ICT skills and is planned well to provide pupils with interesting and relevant topics. It generally meets the needs of all groups of pupils, although the school recognises the need to plan more carefully to provide for the increasing number of pupils with severe and complex learning difficulties. The well planned personal, social, health and citizenship programme is very effective at teaching pupils how to stay safe, live healthy lives and take responsibility. There is a good range of activities at lunchtime and after school that enrich the curriculum and make learning fun. The school provides very good opportunities for pupils to learn with those from other schools and both sets of pupils gain much from these experiences. Very strong links with the local community do a lot to extend the activities pupils can take part in. The very good accommodation, which includes an excellent swimming and hydrotherapy pool, provides many good opportunities for pupils to enjoy physical activities.

## **Care, guidance and support**

### **Grade: 1**

The quality of care, guidance and support is excellent. One parent's view of the quality of this aspect of the school's provision, typical of many, reads 'We consider Kingsley School provides a level of care and understanding well beyond our expectations'. Children in the Neighbourhood Nursery settle very well because staff build excellent relationships with their families before they start in school. Parents find their preparatory visits extremely valuable and say how much these help them and their children to prepare for school. Teachers have very detailed knowledge of each pupil's personal and medical needs and use this very well to provide highly effective care and support. Parents, carers and pupils are involved well in discussing future targets and assessing progress towards them. The quality of annual reviews of pupils' progress is outstanding and the very well written reports give a full picture of their progress. There are excellent procedures to ensure the health and safety of pupils, with good attention given to risk assessments and child protection. Working relationships between the school and health, social and welfare professionals, together with other schools and the wider community, are excellent, and contribute much to pupils' well-being.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher's enthusiastic and motivating leadership has ensured that the school continues to develop its capability to meet the needs of pupils with increasingly complex needs. He is fully committed to realistic inclusion of pupils within the school and in the wider education community, and encourages all his colleagues throughout the school to be reflective about how they do their work, and, more importantly, how they might do it even better. Very impressive

sharing of development activity through the school's eight Lighthouse Groups enables all staff to be fully involved in school improvement. The headteacher is ably supported by a very effective team of managers, who provide focused leadership in their well defined areas of responsibility. Day to day organisation is very efficient and there is careful management of the budget and appropriately planned spending of an accumulated carry forward reserve, under the watchful eye of a highly capable bursar. Governors are very supportive, and have recently become very much more effective at holding the school to account by ensuring that they know the school well, through regular visits and asking challenging questions. The school has a very clear picture of many aspects of its work and benefits from the wealth of information it gathers from pupils, parents and its own careful monitoring of activities and outcomes. It does not, however, make full use of the data it collects through assessment to identify trends and track pupils' progress for different groups and across subjects. The monitoring of teaching and learning is also thorough, but does not always make clear what improvements are required for individual teachers as well as it could. The school has an outstanding capacity to improve further because of its approach to involving the whole school community in deciding how best to move forward.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

We really enjoyed our recent visit to your school because you made us feel so welcome. Thank you for talking to us about how much you enjoy going to school and showing us your good work.

There were lots of things we liked about your school:

- You are given a very good start in the Nursery.
- You work very hard and learn well about all sorts of things.
- You behave exceptionally well and are very kind to each other.
- All the adults in school do their best to make you feel safe and to help you learn, no matter what your difficulties are.
- Your headteacher runs the school very well and makes sure that everyone feels fully involved in its work.
- Your parents and carers are right to think that you go to a good school. You have good reason to be proud of it.

We thought your school could be even better if:

- Teachers find out more about how well you learn and how you can do your work even better.
- Better ways are found to show how well it does its work.

Yours sincerely

Steven Parker Lead Inspector