



Kingsland Primary School

Inspection Report

Unique Reference Number 133718
LEA Wakefield
Inspection number 282343
Inspection dates 5 October 2005 to 6 October 2005
Reporting inspector Ms Sara Morrissey HMI

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

Type of school	Special	School address	Aberford Road
School category	Community special		Stanley
Age range of pupils	2 to 11		Wakefield, West
			Yorkshire WF3 4BA
Gender of pupils	Mixed	Telephone number	01924 303100
Number on roll	44	Fax number	01924 303103
Appropriate authority	The governing body	Chair of governors	Mr R Spencer
Date of previous inspection	Not applicable	Headteacher	Mrs N Wainwright

Age group 2 to 11	Inspection dates 5 October 2005 - 6 October 2005	Inspection number 282343
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Kingsland Primary School opened in 2002 following the amalgamation of three separate schools. It serves pupils with profound and multiple learning difficulties and severe learning difficulties from across the Wakefield district. There are 44 pupils aged from 3 to 11 with an approximately equal number of boys and girls. The pupils' attainment falls within the range of National Curriculum levels P1 to Level 1. There are 15 pupils eligible for free school meals. English is an additional language for two pupils. In July 2004, the school was awarded the Primary Basic Skills Quality Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Kingsland primary school is an inclusive school which provides an outstanding education for its pupils. It gives very good value for money. The pupils make at least good progress and often very good progress because the staff understand their needs and have worked successfully as a team to meet them. Teaching is very good overall: teachers plan lessons carefully, using assessment information to ensure that all pupils are suitably challenged and able to succeed.

Whole-school targets are set based on reliable data collected about pupils' attainment when they join the school. Pupils enjoy coming to school and are placed at the heart of the school community. Their personal development and well-being is given high priority, supported well by teaching assistants. Partnerships with parents are strong. Systems to ensure pupils' health and safety are rigorously applied and staff commitment means that the care, guidance and support of pupils are a great strength. The award of the Basic Skills Quality Mark reinforces the school's aim for excellence in developing the skills of pupils and to prepare them for the next steps in their education. Skills in information and communication technology (ICT) are not as well developed as other areas. Effective outreach work has extended the quality of provision and learning outcomes for pupils in both Kingsland and local mainstream schools.

The headteacher provides outstanding leadership and is ably supported by senior managers to provide a clear direction for the school. Her vision is shared by all staff. The headteacher leads a rigorous process of self-evaluation, which involves all staff and enables the school to identify accurately its strengths and areas for development. The school provides examples of good practice in special education, which are shared with other schools. Everyone is strongly focused on what needs to be done to improve and the school has the capacity to improve.

What the school should do to improve further

- Raise achievement further through the development of ICT to support total communication and extend the pupils' learning opportunities.

Achievement and standards

Grade: 1

It is inappropriate to judge standards against national expectations. The school uses individual and year group targets to inform whole-school targets. Initial teacher assessments provide a reliable baseline from which progress can be measured. Realistic targets are set using small steps and p scales for pupils across the ability range who have complex needs. The school carefully checks the accuracy of assessments and has reliable data which show that pupils have made very good progress over the last three years in English, mathematics and personal and social development. The vast majority have met or exceeded their targets. They also make at least good progress in their other subjects. There are no significant variations in the progress made by different

groups relative to their starting points. Pupils in the Foundation Stage make very good progress in their social development and learning. They learn to respond and use their senses to watch and listen to each other and their teachers.

Most pupils know the difference between right and wrong and accept help to correct their behaviour if necessary. They carry out school tasks with pride, for example, when taking the register to the office. Pupils rise well to challenging tasks in lessons and enjoy celebrating their successes as well as the achievements of others. They make very good progress in developing their communication skills through signs and symbols, although their ICT skills are less well developed. They learn to take more responsibility for their learning through making choices as they move up the school. Those pupils who also attend mainstream schools become more confident and independent learners, acting as positive role models for other pupils at Kingsland.

Personal development and well-being

Grade: 1

The pupils enjoy coming to school and are positive about their learning. Attendance is generally good and exceeded the school's targets last year. Pupils behave well and respond to the high expectations of their teachers and other adults, within a safe and stimulating environment. Pupils are helped to recognise their own feelings and those of others. They are encouraged to adopt a healthy lifestyle through physical education and healthy eating. They have built strong relationships with adults in school based on mutual trust and respect. Pupils enjoy activities arranged with local mainstream schools and visiting places of local interest. They grow in confidence because teachers present good role models and work hard to improve their basic skills to communicate with each other, work together as a team and become more independent learners. Pupils in the Foundation Stage enjoy taking part in whole school activities.

Social, moral, spiritual and cultural provision is very good; pupils' social skills are well developed because of the strong relationships established with adults and each other. Pupils interviewed took part confidently and responded to questions as well as listening carefully and responding to communication with other pupils. They learn about different religions and cultures through visits from artists in residence and themes delivered through the curriculum. The school is right to judge personal development as outstanding.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching is outstanding. This is because the teachers' planning provides challenge and includes activities which encourage and engage pupils so that they make very good progress. The school environment celebrates the pupils' achievements and invites them to touch and explore objects linked with their learning. The behaviour

code is consistently applied to provide a secure framework in which pupils can continue to learn whilst developing their personal and social skills.

The teachers' good subject knowledge and imaginative use of resources make learning exciting for the pupils. In a music lesson, for example, the pupils responded joyfully to songs about autumn, engaging with props that were associated with the songs. The pupils' enjoyment was encapsulated by the spontaneous response from one pupil, who announced 'I like that' at the end of one particular song. The teachers are very well supported by the expertise of the teaching assistants, who also are responsible for checking the progress made by the pupils during lessons. Ongoing assessment in lessons enables the teachers to develop personalised programmes for pupils; target setting is precise and broken into small steps to help each pupil achieve their learning goals over time. Teachers keep regular contact with parents and welcome their views to ensure that each child's needs are met, although ICT is not used fully to support the development of pupils' communication skills or extend their learning opportunities.

Curriculum and other activities

Grade: 1

The inspector agrees with the judgement that the curriculum is outstanding. It is designed to be flexible, with opportunities built in for innovative teaching and assessment. It meets requirements and is broad and balanced to cover the full range of National Curriculum subjects. Opportunities for using ICT are built into the curriculum across all subjects, although this area is less well developed than others. Staff are deployed effectively to best meet the needs of the pupils, and the school systematically monitors and evaluates the impact of the curriculum on pupils' achievements over time. The curriculum has been enriched by a wide range of activities, including visits from artists in residence to support school themes. Good use is made of the hydrotherapy and swimming facilities on site. Events such as the Christmas concert, clubs and links with mainstream schools have extended the range of opportunities for pupils and serve to develop their confidence and independence as learners.

Care, guidance and support

Grade: 1

The care, guidance and support of pupils are a strength which the school rightly judges to be outstanding. From the moment that pupils join the school, teachers and adults work hard to ensure that each individual's needs are understood and met. The staff are very good advocates for the pupils in their care. Parents value the work of the school which establishes supportive links through the home-school book, progress updates and regular newsletters. Links with multi-discipline agencies are strong. Staff place a very high priority on ensuring the safety of pupils; risk assessments and the implementation of policies to ensure the health and safety of pupils are understood and rigorously applied. Training has developed the expertise of adults in the handling and movement of pupils when it is needed and there is complete trust between pupils and adults in school. Pupils' academic progress is carefully monitored so that staff can

set targets and plan to meet pupils' personal and social development and learning goals.

Leadership and management

Grade: 1

The headteacher provides outstanding leadership, underpinned by her 'aim for excellence'. Her clearly communicated vision for the school is shared by all staff and she has inspired their trust and commitment so that everyone works together as a team. The school places the children at the heart of everything that they do and they respond by becoming part of that team.

The headteacher knows the school well. She sets whole-school targets, based on information about the attainment of individual pupils as well as different groups to ensure that they are both realistic and challenging. She involves all staff in a rigorous process of self-evaluation which has enabled the school to build on strengths and act upon areas for development in an environment of support and mutual respect. Subject leaders play an important role in ensuring that the pupils make good or better progress in their areas. The quality of teaching is carefully checked and teachers actively seek ways to improve. Staff receive training to support whole-school and individual priorities, in order that the pupils' needs can be best met.

Partnerships with parents and external agencies ensure that care, guidance and support are of the highest quality. Through effective outreach work, the school has shared good practice with mainstream schools and has acted upon ideas to improve the quality of provision further and raise pupils' achievement.

The school uses its accommodation and resources well and any shortcomings are rigorously addressed. The governing body is highly effective in its role. It holds the school to account well as a 'critical friend' and participates in the annual self-evaluation process to assure its quality. Governors regularly attend school events and join training events to develop further their own expertise.

The school has the capacity to improve because staff use their knowledge of the school to achieve the priorities for school improvement and pupil achievement.

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	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	1	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

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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	1	NA

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	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	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Thank you for making me feel so welcome during my recent visit to your school. I enjoyed meeting you and all the adults who work with you. I was very impressed by the way in which everyone works together as a team to make Kingsland Primary School a happy place in which to learn.

Your school does a number of things well and I have listed them below.

- Your school works hard to make sure that you are well cared for and helped so that you can learn and make very good progress.
- Your teachers record your successes which helps them to plan what you will learn next.
- Your lessons are often exciting and you get the chance to take part in lots of different activities.
- Your headteacher helps all the adults in your school to know what they are doing well and what they need to do to make the school even better.

You are part of a very good school, and to make it even better, I have agreed with your teachers that they should give you more chances to use ICT to help you do your very best.