

# Kingsland Primary School

## Inspection report

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<b>Unique Reference Number</b>	133718
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	328733
<b>Inspection date</b>	16 September 2008
<b>Reporting inspector</b>	Rosemary Eaton

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	2–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	58
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr R Spencer
<b>Headteacher</b>	Mrs N Wainwright
<b>Date of previous school inspection</b>	5 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Aberford Road Stanley Wakefield West Yorkshire WF3 4BA
<b>Telephone number</b>	01924 303100
<b>Fax number</b>	01924 303103

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a small special school catering for pupils with severe or profound and multiple learning difficulties. All pupils have a statement of special educational need. The nature of pupils' learning difficulties means that they are working below national expectations. Most pupils are White British and there are more boys than girls. Kingsland provides an outreach service for the local authority, supporting pupils with learning difficulties in mainstream primary schools. It has gained the Primary Basic Skills Quality Mark, Healthy Schools Award, and Activemark. There have been a number of staff changes since the previous inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school where pupils make exceptional progress in their learning and personal development. Their enjoyment is clear for all to see and prompts them to make supreme efforts in their work and to be as independent as possible. Excellent relationships between pupils and staff are at the heart of Kingsland's warm and welcoming atmosphere. This is noticed and greatly appreciated by parents. Pupils also derive enormous pleasure from the rich and exciting curriculum. This is designed to promote all aspects of their development, often by linking together areas of learning in order to make them relevant and memorable. For example, by helping to plan and work in the kitchen garden, pupils make a significant contribution to the school community, find out about plant growth, and learn that the vegetables they grow, cook and eat are healthy foods. Frequently, staff organise opportunities for pupils to be out and about in the local area and to work alongside pupils based in different parts of the school or from mainstream schools. These occasions enhance pupils' excellent social development, enable them to develop and practice new skills and boost their confidence and self-esteem. Behaviour is excellent because pupils are so busy working and having fun.

Despite staff changes, the school's leaders have ensured that the quality of teaching has remained outstanding. This has been achieved through very carefully constructed systems for providing new teachers with any necessary guidance and support. As a result, pupils' learning and achievement are exceptional in the Early Years Foundation Stage and from Years 1 to 6. The needs and abilities of pupils are known extremely well and staff focus their efforts on enabling each one to take the next step in learning. For example, a wide range of methods of communication are used according to what works best for individuals. The communication skills pupils acquire help to ensure their safety because they learn to express their feelings and, when necessary, say 'No!' Pupils' well-being is given the utmost priority and parents are understandably confident that the school makes every effort to keep their children safe. At the same time, pupils are given responsibilities that help to prepare them extremely well for their lives beyond school. They help to manage the class budgets and older pupils readily take on tasks such as helping to deliver medicines to the school nurse.

Such exceptional outcomes and provision stem from first-rate leadership and management. The headteacher spearheads the school's relentless drive for excellence and continuous improvement. She ensures that all staff share her exceedingly high expectations and commitment to providing only the best education for every pupil. In the words of one teacher, 'When you have a good idea, everyone is ready to run with it.' Since the previous inspection, the school has not rested on its laurels but has built extensively on its successes. For example, there is clear evidence that initiatives such as new programmes in numeracy and communication have had a direct impact on raising standards. Kingsland's exemplary systems to check on the quality of its work and plan for developments are proven to be effective. They help to provide the school with an outstanding capacity for further improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

Visits by staff to children's homes and close links with families help to ensure that children settle in quickly and start learning straight away. Their progress is outstanding and is especially rapid in the areas of personal, social and emotional development and communication. The curriculum is planned very carefully and adapted sensitively to children's needs. For example,

although resources are freely available, many children are not able to move independently in order to initiate activities. Staff observe them closely to establish their preferences and then ensure that they have plenty of opportunities to choose between toys or areas of learning. Children become aware of themselves as individuals, learn to share and take turns and respect each other's achievements and limitations. Staff point out to children when any landmarks are achieved, for example, one child showing pleasure or another reaching for an object. Teaching is outstanding. Staff work together very closely, sharing and recording their observations of children's learning and development and responding at once to enable them to start on the next move forward. Classrooms and the outdoor environment are lively and stimulating. Children learn outdoors whenever it is safe. Their health and welfare are always given top priority. The Early Years Foundation Stage is led and managed extremely well, with a very clear focus on continuous improvement, based on accurate self-evaluation and knowledge of each child's needs.

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

All areas for improvement are minor and are already being addressed successfully by the school.

## **Achievement and standards**

### **Grade: 1**

Pupils' progress in English, mathematics, information and communication technology (ICT) and personal development is measured using a scale that takes account of very small gains in learning. The school's analysis of the information gathered shows clearly that achievement is outstanding. Boys and girls with profound and multiple learning difficulties move forward in extremely small steps or they apply their learning to new contexts, but their achievement is just as striking as that of pupils with severe learning difficulties. The few pupils from minority ethnic groups progress as well as others with the same degree of difficulty. Progress in ICT has accelerated rapidly since the previous inspection. Pupils are now much more able to use ICT to communicate and make things work. For example, they use switches to control kitchen equipment. Pupils' individual targets are very challenging. They are almost always met and are often exceeded. Standards in English and mathematics have risen since the previous inspection because pupils now reach higher levels.

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

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding. They develop significant degrees of empathy with others. During a role play activity, pupils in Years 1 and 2 signed 'friend' and demonstrated spontaneous acts of kindness in response to a pupil pretending to be sad. Throughout the school, pupils enjoy and appreciate creative activities such as working with an artist to make felt. They learn about cultures different to their own, meeting visitors such as Zimbabwean musicians, and know about world events such as the Olympic Games. Pupils seldom miss school unless they are ill. They respond enthusiastically to opportunities to be physically active and especially enjoy swimming and soft play. Pupils regularly contribute to discussions about school developments. A group recently met the travel plan officer and governors to explain what aspects of transport they find difficult and what they would like to learn, for example, to ride scooters.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The staff teamwork within each classroom is exceptional. Teaching assistants play a full part in helping pupils to learn, working with individuals or small groups to support communication and ensure that they can participate fully in activities. Teachers' planning is extremely thorough, linked to what individual pupils are expected to learn. They choose resources with enormous care to motivate pupils and enhance their learning. In an English lesson, a butterfly finger puppet encouraged one pupil with profound and multiple learning difficulties to track its movements with his eyes, whilst a visually impaired pupil responded to its touch. Crucially, staff allow pupils plenty of time to assimilate information and make their responses. Systems to record pupils' learning are very comprehensive. The data collected are checked rigorously for accuracy and are used to the full by teachers and leaders.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is constructed to meet the full range of pupils' needs using innovative approaches. For example, modules of work focused on key areas such as 'Staying Safe' and 'Economic Well-being' are linked to the personal, social, health and citizenship curriculum and to subjects such as science, art and music. These capture pupils' enthusiasm and allow teachers to make the curriculum highly personal to individuals. Increasingly, pupils are grouped flexibly in order to meet their needs in certain areas, such as challenging 'writing groups' for higher attainers. The mathematics curriculum is enhanced by links with physical education and everyday situations, reinforcing pupils' understanding. Programmes in every subject involve opportunities for using ICT and have helped to raise standards. Links with mainstream schools, visits and visitors all enrich pupils' experiences and promote learning and personal development significantly.

### **Care, guidance and support**

#### **Grade: 1**

Current government safeguarding requirements are fully met. Pupils benefit from full-time nursing care and the comprehensive training received by staff in areas such as first aid and moving pupils safely. Pupils' personal care is carried out sensitively with regard to their dignity and safety. All potential risks are assessed carefully and rigorous steps are taken to minimise them. The school's work is supported by excellent partnerships with a wide range of agencies and professionals. Parents are welcomed as partners in their children's education. Courses, for example, in signing, are offered regularly. Pupils joining the school receive exceptional support. Special books are made for each one to help them recognise key people and places. The learning mentor contributes greatly to academic guidance for pupils by gathering their own views and those of friends, family and staff in advance of annual review meetings. This helps to ensure that pupils are involved as much as possible in their own learning.

## Leadership and management

### Grade: 1

The headteacher provides outstanding leadership. She maintains an extremely close oversight of all aspects of school life whilst developing leadership skills in senior staff and subject coordinators. The deputy headteacher and assistant headteacher provide very high quality support to the headteacher and teachers. They act as mentors to new teachers and ensure that they are assimilated smoothly. Systems to monitor and evaluate the school's performance are exceptionally well organised and effective, involving all staff and the governing body. Evidence is collected and analysed throughout the year, which culminates in a 'Self-Review Day' during which judgements are finalised and moderated and priorities are agreed. The school's outreach service is much appreciated by mainstream schools. Links such as this are key elements in Kingsland's unstinting efforts to promote community cohesion. They also serve to underline the outstanding value for money provided by the school.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Annex B

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

Thank you for being so friendly and helpful when we inspected your school. We really enjoyed meeting you. Now we want to tell you what we found out about Kingsland.

It is an outstanding school.

We could see how happy you are and how much fun you have with your friends and the staff. You play an excellent part in making school such a brilliant place to be. Well done! You have lots of exciting things to do. We think your kitchen garden is fantastic. You learn such a lot, because you have outstanding teachers. They work very hard to make sure you all learn as well as possible. The school takes very great care of you, so you feel safe.

Your headteacher and the staff are full of ideas to keep making Kingsland better and better. We know you will help them as much as you can.

We want to send our best wishes to each one of you and to the staff.