

Kingsweston School

Napier Miles Road, Kingsweston, Bristol BS11 0UT

Inspection dates 10–11 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils are not consistently making good enough progress across the school. It is variable in all key stages.
- Activities do not always challenge and build sufficiently well on what pupils already know and can do.
- Some teachers do not focus enough on the steps pupils need to take in each lesson.
- Systems for checking and recording pupils' progress are not refined enough to help staff plan more effectively.
- The sixth form requires improvement because the teaching does not lead to consistently good achievement of students.
- Although leaders are now having a greater impact on improving the school, the pace of improvement has been slow. Leaders' use of performance data has not always been sharp enough.
- Governors are not systematic enough in holding the school to account.

The school has the following strengths

- Pupils' behaviour supports their learning and creates a productive learning environment. The consistent use of rewards encourages positive behaviour and pupils' engagement in lessons.
- Leaders are tackling weaknesses more robustly than before because they are clear about their roles and what needs to improve.
- Pupils are engaged in their learning and fully included when communication is consistently supported by signing and the use of symbols.
- Staff are very caring and pupils' welfare needs are met very well. Pupils feel safe in school and willingly take part in learning activities.
- The focus on improving pupils' reading has been successful. Training has ensured a consistent understanding and development of literacy.

Information about this inspection

- Inspectors visited five of the six sites that the school operates on. Inspectors observed 22 lessons, attended a school council meeting and assemblies. Some joint observations were undertaken with senior leaders.
- Meetings were held with pupils, the headteacher, senior staff, teachers, other adults in the school, governors and a representative from the local authority.
- Inspectors looked at a wide range of documents, including policy documents, those relating to safeguarding arrangements and development plans. The school's pupil tracking data and case studies were scrutinised and monitoring reports considered.
- The views of parents were considered through 24 questionnaires and notes given to the inspectors, a telephone call, the three responses to the on-line questionnaire (Parent View) and the scrutiny of the school's own parental questionnaires.
- Staff views were considered through the responses to the 22 questionnaires completed at the time of the inspection and through meetings with teachers and support staff.

Inspection team

Paul Scott, Lead inspector

Her Majesty's Inspector

Jean Whalley

Additional Inspector

Helen Howard

Additional Inspector

Full report

Information about this school

- Kingsweston School is for pupils with a range of diverse special educational needs, including severe (SLD) and mild (MLD) or complex learning difficulties, mostly involving speech, language and communication needs. Around half are diagnosed with autistic spectrum disorders (ASD) or have further associated needs. There are a significant number with emotional, social and behavioural difficulties.
- The school is located on one main site and five other sites located within mainstream schools and colleges. This allows for considerable integration for pupils at times within the mainstream lessons and allows access to specialist subject facilities, such as for physical education.
- In addition to the Napier Miles site, classes are located within Oasis Academy Brightstowe, Shirehampton Primary School, Sea Mills Primary School, Henbury School and City of Bristol College, Ashley Down.
- All pupils have a statement of special educational needs and come from the wider Bristol area as well as from outside the local authority.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding) is above average.
- The school has its own provision for children in the Early Years Foundation Stage.
- The school is the base for the Bristol Autistic Spectrum Disorder Outreach Team. It manages and provides outreach support for pupils in other mainstream schools across Bristol local authority.
- There have been a number of changes in the senior leadership since the last inspection, including a change of deputy headteacher and restructuring of senior roles and other staff with responsibilities.

What does the school need to do to improve further?

- Increase the proportion of teaching, including in the sixth form, that is consistently good or outstanding by:
 - raising expectations of what all pupils are able to achieve, particularly more able pupils
 - considering in more detail the steps pupils need to take for more challenging learning, building on their experience and understanding
 - checking progress throughout lessons and adapting the work to ensure that the pace of pupils' learning does not slow down
 - making effective and consistent use of signing, symbols and other communication systems.
- Develop leadership and management so that the pace of improvement is speeded up by:
 - ensuring that governors systematically gather and analyse evidence to evaluate the school's performance and hold school leaders at all levels to account for the quality of teaching and pupils' achievement
 - undertaking an external review of the governing body
 - improving the rigour with which leaders analyse performance data and the impact of their work.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils join the school in all year groups. Attainment on entry to the school is below what would be expected for their age, due to the range of learning difficulties pupils have or the prior interruptions to schooling. Leaders monitor the performance of different groups in the school and, with increasing success, are working towards ensuring all make better progress regardless of their starting points or the challenges they face.
- Targets that are set for pupils are increasingly challenging and this is helping to improve their learning and progress. Pupils are undertaking a greater range and number of courses that lead to externally accredited certificates such as GCSE and entry level certificates. Progress is not yet good as it is too inconsistent across the school.
- Progress is similar across the school, including the Early Years Foundation Stage and in the sixth form.
- There are very caring and positive relationships between pupils and staff. This helps pupils to safely engage in learning and builds their confidence. Many pupils work alongside mainstream pupils or in the community and they enjoy and benefit greatly from these opportunities.
- There has been a focus on rewards and this gives pupils an incentive to work harder. It also encourages them to make more choices. In one class, pupils recorded with symbols the steps in learning they have made in order to gain their chosen reward. This was highly motivating for the group.
- There is some very good use of signing and use of symbols in classrooms. However, in many activities, this is inconsistent and so opportunities to develop communication and include all learners are missed.
- The focus on developing literacy has been successful in improved pupils' reading skills and there are some examples of good writing. Progress is better for reading but is not consistently strong for all pupils.
- Pupils make adequate progress in their numeracy skills but it has not been given a high enough priority to encourage pupils to make more rapid progress.
- Targeted additional support has helped to improve the progress of pupils and boost the progress made in their lessons.

The quality of teaching

requires improvement

- The quality of teaching is improving but the pace of improvement has not been fast enough. Some of the issues highlighted at the previous inspection have not been fully addressed, and the quality of teaching remains too variable.
- When lessons are most effective, teachers and teaching assistants work together very successfully and engage pupils in well-planned activities that have a clear focus. Pupils use the steps to success to check their work and are able to work with increasing independence.
- Pupils' steps for learning are not consistently identified in teachers' plans. Lessons do not challenge all pupils, particularly those who are more able. Planning concentrates too much on activities and not enough on what pupils will be learning.
- When learning is checked effectively throughout the lesson, the pace is brisk and pupils make good progress because the teacher adapts the work to each pupil. This does not happen in enough lessons.
- Adults use signing or other symbol communication systems inconsistently, but when these are used effectively, they help pupils to become more confident learners as well as promoting their inclusion.
- Teachers and teaching assistants know their pupils well, and in many instances they apply this knowledge exceptionally well. This promotes pupils' independence and encourages cooperative

and positive behaviour. Teaching assistants are particularly skilled at ensuring that pupils are not too dependent on adults.

- School leaders monitor teaching regularly and have an accurate understanding of the strengths and the key priorities for improving its quality. A wide range of training has taken place but there has not been enough mentoring or coaching to make the most of this training and help it to be put into action fully and consistently over time.

The behaviour and safety of pupils are good

- Pupils enjoy school and contribute to their progress by their positive attitudes to learning. They feel safe to take part in the wide range of curriculum opportunities on offer and many are involved in working within mainstream schools.
- Parents and carers generally feel behaviour is positive but a small number do not share this view. Inspectors found that the school has good recording systems and follow-up procedures that deal effectively with issues, including bullying, that arise.
- The school encourages pupils to take responsibility for their own actions and pupils respond well to this. They are increasingly able to take independent actions, such as selecting equipment and activities that reduce their anxiety and contribute to good learning.
- Pupils with challenging behaviours do not generally interrupt the learning of others, and the encouragement that the staff give them to participate in learning and to adopt socially acceptable standards are mostly successful. Teaching assistants contribute greatly to this, with skilful, firm, clear communication and a persistence that is prominent.
- The safeguarding and child protection arrangements meet statutory requirements. They are effective in helping pupils adopt safe practices. All staff have had up-to-date training in positive handling techniques, helping to ensure the welfare of pupils.

The leadership and management requires improvement

- The headteacher and senior leaders have worked hard together to establish a clearly understood development strategy. The school's self-evaluation is accurate and demonstrates that leaders are aware of the strengths and the areas that require more rapid improvement.
- The headteacher is passionate about ensuring pupils have a high level of care, achieve academically and have a wide range of opportunities to be included in mainstream school and engage with the wider community.
- Partnerships with mainstream schools and with the outreach service are strong and this adds greatly to pupils' learning. The Bristol Autistic Spectrum Disorder Outreach Team is managed by the school and the work undertaken is much valued by other schools and the local authority.
- The changes made over time to the leadership structure ensure that there are clear lines of responsibility and staff are being increasingly held to account for their performance. However, this has not yet had sufficient impact on the pace of improvement and ensuring that pupils have consistently good or better teaching.
- Leaders and staff do not always make best use of school performance data and, as a result, they miss opportunities to identify and make the most of what is working most effectively.
- The curriculum is broad and balanced and is developing well to ensure pupils have increased access to accredited courses and clearer pathways to further learning.
- The spiritual, moral, social and cultural development of pupils requires improvement. There are particular strengths, for instance in pupils' social development, but opportunities are missed to widen their cultural experiences.
- The local authority has provided effective support such as training opportunities and challenge to the school leaders that is valued by the senior team and the governors.

- School leaders monitor the use of the pupil premium and target it well. Pupils who receive this additional support make similar progress to their peers.
 - **The governance of the school.**
 - The governing body bring a wide range of skills and experience. Some are regular visitors and see the work of the school directly.
 - They are committed to school improvement and supportive of the work of the school.
 - The governing body is not yet systematic enough about evaluating and challenging leaders on all aspects of the school's work.
 - To fully evaluate the effectiveness of the school's governing body, an external review should be carried out.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109386
Local authority	Bristol
Inspection number	401049

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

Type of school	Special
School category	Community special
Age range of pupils	2–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	201
Of which, number on roll in sixth form	38
Appropriate authority	The governing body
Chair	Mr Alan Roberts
Headteacher	Mr Neil Galloway
Date of previous school inspection	4–5 November 2009
Telephone number	01170 90 30400
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