

# Kingsweston School

Napier Miles Road, Shirehampton, Bristol BS11

**Inspection dates** 3–4 July 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- The vast majority of pupils achieve well and make good gains in improving their reading, writing, speaking and mathematics skills.
- Children in the Early Years Foundation Stage achieve well and make good progress.
- Pupils in the primary classes who are supported by additional government funding achieve well.
- Teaching is good, with some that is outstanding. Teaching is most successful when tasks stretch pupils' abilities so that they are engaged and make rapid progress.
- All groups of pupils behave well in and around the school with some benefiting from additional support to fully meet their individual needs. Pupils feel safe at school.
- The vast majority of parents and carers are pleased with their child's education.
- Good improvement in the range of topics and subjects promotes pupils' spiritual, moral, social and cultural development well.
- The headteacher and senior leaders have an extremely ambitious vision for the future of the school. There has been a strong focus on raising achievement by setting targets for teachers and high-quality training.
- The governing body has improved and now has an accurate view of the school's work and manages the budget well. Governors make sure that additional funding for different groups of pupils improves their achievement.
- The overall effectiveness of the sixth form is good.

### It is not yet an outstanding school because:

- The secondary-aged pupils who are supported by additional government funding do not achieve as well as their peers.
- Leaders have not monitored the impact of interventions enough to support pupils' achievements at the host schools.

## Information about this inspection

- Inspectors observed 20 lessons jointly with the senior leaders. In addition, they made a few short visits to observe pupils' learning and listened to some pupils reading.
- Inspectors observed learning in the main school and in the four off-site host schools.
- Meetings were held with the headteacher, senior leaders and managers, staff in the host schools, members of the governing body, a representative from the local authority and pupils from each site.
- The inspectors observed the work of the school and looked at a number of documents, including the school's own information about pupils' progress, planning and monitoring documents, safeguarding information, the sports premium action plan and pupils' books and files.
- Inspectors took account of the 22 responses to the online survey, Parent View. Inspectors also took account of 61 responses to the staff inspection questionnaire.

## Inspection team

Denise Morris, Lead inspector

Additional Inspector

Cliff Mainey

Additional Inspector

Andrew Penman

Additional Inspector

## Full report

### Information about this school

- The school caters for pupils with moderate or severe learning difficulties from across Bristol.
- All pupils have a statement of special educational needs. About half of all pupils also have a diagnosis of autism or complex needs. A few have additional visual or hearing and/or behavioural, social and emotional difficulties.
- There is an Early Years Foundation Stage which is shared with older pupils in Years 1 and 2. Pupils join the school at different times, not just in the Early Years Foundation Stage.
- Most pupils are White British. The proportion of pupils from minority ethnic backgrounds is very low, and there are no pupils new to speaking English. There are more boys than girls.
- The proportion of pupils who are known to be eligible for additional government funding, known as the pupil premium, is above average. The funding is used to support pupils who are eligible for free school meals and those who are looked after.
- The school also receives primary school sports funding and additional funding to help those in Year 7 catch up.
- The school is based on five different sites across Bristol. Four of the sites are hosted by a local school or college. The school does not use any other off-site training.
- The school has a sixth form with some students attending Bristol City College to undertake work-related courses.
- Pupils are not entered early for examinations.

### What does the school need to do to improve further?

- Ensure secondary-aged pupils, who are supported by additional government funding, achieve as well as their classmates in English and mathematics, by setting work at the right level and monitoring their progress.
- Ensure leaders monitor the impact of interventions more rigorously to support pupils' academic and personal achievement at the host schools.

## Inspection judgements

### The achievement of pupils is good

- Pupils' attainment on entry to the school is usually well below that expected for their age because of their learning difficulties. Most pupils quickly start to catch up because of the high quality support and encouragement they receive. As a result, they achieve well during their time at the school.
- All groups across the school make at least good progress in English and mathematics, including those with a diagnosis of autism, behavioural, social and emotional needs, or sensory difficulties.
- Pupils in the primary classes who are supported by additional government funding make good progress in English and mathematics, achieving as well as their classmates. This is because of regular and sustained support on tasks that are planned specifically for each pupil.
- Pupils who receive additional funding in the secondary classes make slightly less progress, because tasks are not always set at the right level. As a result, although the gaps are closing, they do not yet achieve quite as well as their classmates.
- The most able pupils make good progress in reading. They use their phonics skills (the sounds that letters make) and pictures or symbols well to read new and unknown words. Pupils told inspectors that they read often in class, and enjoy reading.
- Children in the Early Years Foundation Stage achieve well in their areas of learning because of high levels of support, exciting tasks and a clear understanding of their needs and abilities.
- There has been good improvement over the past two years in the use of alternative communication aids that fully meet pupils' individual needs. This has resulted in every pupil having a means to communicate. As a result, most pupils are keen to talk to visitors and many are confident to speak in class and respond to questions.
- Additional funding for pupils in Year 7 is used effectively to provide additional activities and resources such as computer tablets. This enables any pupils who may be falling behind to catch up quickly and achieve well.
- Achievement in writing is good because of the high focus on using photographs, pictures, symbols and technology which help pupils to write their own sentences independently.
- Almost all pupils achieve well in mathematics because they enjoy the practical tasks and challenges provided.
- The proportion of pupils achieving a pass at GCSE has improved over the past two years. All pupils achieve some accreditation before they leave the school.
- Pupils' sports skills are improving due to additional funding that has enabled the school to provide extra coaching.
- Achievement in the sixth form is good. Sixth form students attend Bristol City College where they gain work-related qualifications that help to prepare them for life after school. Other sixth-formers benefit from more academic courses which also prepare them well for their futures.
- Achievement is not outstanding because not all secondary-aged pupils who are eligible for additional government funding catch up and achieve as well as their classmates.

### The quality of teaching is good

- Pupils across all sites benefit from teaching that is almost always good, and some that is outstanding, which enables them to make good progress.
- Teaching encourages pupils to enjoy school and provides them with exciting tasks that help the vast majority to achieve well.
- The teaching of English typically engages pupils well because tasks are almost always linked to pupils' interests. This was seen when Year 4 pupils were thoroughly engaged in discussing their recent visit to a local park.

- The teaching of mathematics regularly challenges pupils to find answers through a wide range of activities, such as using number fans to improve understanding of addition and subtraction.
- Good teaching of sounds and letters and regular reading practice enable pupils to achieve well in reading. Year 6 pupils, for example, made excellent progress because of highly skilled teaching and strong support by teaching assistants.
- The teaching of writing for the most able pupils enables them to express their ideas well through their writing tasks; other pupils use symbols or technology to share their ideas and thoughts.
- The checking of pupils' progress is accurate and helpful, providing examples of how pupils can improve their skills; this is particularly evident in English and mathematics.
- Children in the Early Years Foundation Stage benefit from activities that are tailored to their age and abilities and as a result they make good progress.
- Good teaching in the sixth form is characterised by positive relationships and high levels of challenge to enable pupils to make good progress.
- Teaching is not outstanding because work is not always set at the right level to ensure that secondary-aged pupils who receive additional government funding achieve as well as their classmates.

### **The behaviour and safety of pupils** are good

- Pupils' behaviour in and around each school site is consistently good. They are polite and helpful and have positive attitudes to learning. They say that they enjoy school. This is evident in their playground behaviour and in their rising attendance and in the very low rates of absence and exclusions.
- The school's work to keep pupils safe and secure is good. Pupils across the school told the inspectors that they feel safe at school. Most older pupils know the importance of staying safe on the internet and in the community.
- Pupils told the inspectors that there is not really any bullying at the school and that any teasing is quickly dealt with by staff. Observations of the school's records confirmed this to be true. Good behaviour is promoted well through the high-quality role models that staff provide.
- The promotion of students' spiritual, moral, social and cultural development is effective. Assemblies, visits and residential trips, and the school's very active links with a school in Africa all help pupils to develop an accurate view of life outside their own communities.
- Students in the sixth form show good personal skills. They have many useful opportunities to learn about looking after themselves and regularly learn about their own personal care and how to cook healthy meals.
- Behaviour and safety are not outstanding because a few pupils with challenging behaviour very occasionally disrupt the learning of others.

### **The leadership and management** are good

- The headteacher and other leaders and staff are highly ambitious for the pupils. They have driven improvement successfully in the past two years so that outcomes have improved since the previous inspection. Leaders have generated a feeling of urgency and shown good levels of ambition for pupils, ensuring that they all try to achieve their best.
- Leaders make effective use of the national standards for teaching to set targets and improve teachers' skills. There are several examples of staff at all levels undertaking training and acquiring additional qualifications so that they improve their roles and progress up the salary ladder. This has a strong impact on ensuring that their pupils make even better progress. This additional training has had a strong impact on the regular tracking of pupils' achievements.

- School information shows that pupils' progress is improving and that the gaps are closing between pupils. A higher proportion of pupils are now on track to achieve their challenging targets than in previous years.
- Leaders are aware that there is more to do to ensure that pupils who receive additional funding in the secondary classes catch up with their classmates.
- The school provides regular training for staff in aspects such as behaviour and safeguarding, ensuring consistent practice across the school.
- The local authority works well with the school by supporting leaders in checking the quality of teaching and learning and by providing training for staff so that teaching improves.
- There are some good links with local schools and businesses but leaders have yet to monitor the impact of interventions to support pupils' achievement at the four schools.
- Improvements have been made in the range of subjects and topics offered that enable all groups of pupils to learn well. Work-related courses for older pupils prepare them well for their futures.
- Leaders promote good relationships with parents and carers who are pleased with the school.
- Through what they provide, leaders successfully eliminate discrimination and promote good relationships which make sure that all pupils have equal access to the experiences on offer.
- Leadership of the sixth form is good because it promotes the learning and personal development of pupils well, and offers good quality, appropriate qualifications.
- Safeguarding procedures meet requirements.
- Leadership and management are not yet outstanding because not all secondary-aged pupils who receive additional funding catch up with their classmates in English and mathematics. Also, leaders have not monitored rigorously enough the impact of interventions to support pupils' achievement at the four mainstream schools.
- **The governance of the school:**
  - The governing body has improved its support and challenge to leaders. Governors are now fully involved in checking what the school offers pupils, looking at teaching and behaviour and at how well pupils are doing. Since the previous inspection governors have had an external review and received good quality training. As a result, their knowledge of the school's data is accurate, and how it compares with other similar schools. They have a clear view of what is working well and what needs improving, including a good knowledge of the quality of teaching. Governors now have a good range of skills which they use to benefit the school. Effective management of finances means that money is well spent to enrich pupils' learning, including the pupil premium. This money is used well to provide additional support and small-group activities for eligible pupils, enabling younger ones to catch up and make the same progress as their classmates. Governors are aware that there is more to do to ensure that older pupils who receive additional funding make even better progress. Governors know about setting targets for teachers and leaders, and work to ensure that the best staff are rewarded through promotion. They rigorously tackle any underperformance. They ensure that safeguarding procedures meet current requirements.

## 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

<b>Unique reference number</b>	109380
<b>Local authority</b>	Bristol
<b>Inspection number</b>	442494

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

<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	5–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	159
<b>Of which, number on roll in sixth form</b>	35
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Beveridge
<b>Headteacher</b>	Neil Galloway
<b>Date of previous school inspection</b>	10–11 October 2012
<b>Telephone number</b>	0117 903 0400
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