

# Kingsweston School

## Inspection report

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<b>Unique Reference Number</b>	109386
<b>Local Authority</b>	Bristol
<b>Inspection number</b>	337277
<b>Inspection dates</b>	4–5 November 2009
<b>Reporting inspector</b>	Steffi Penny HMI

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

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	3–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	222
Of which, number on roll in the sixth form	31
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr A Roberts
<b>Headteacher</b>	Mr N Galloway
<b>Date of previous school inspection</b>	8 January 2007
<b>School address</b>	Napier Mills Road Kingsweston Bristol BS11 0UT
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 27 lessons across all of the shared premises and the main site. They held meetings with governors, staff, groups of pupils and parents. They observed the school's work and looked at documentation including pupils' work, the school's planning, policy documents as well as the tracking systems used to monitor pupils' progress. They also considered 54 questionnaires from parents and carers, 102 from pupils and 48 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' achievement across the different sites
- how well middle leaders contribute to the school's self-evaluation in order to drive improvement and how instrumental the governors have been in challenging and supporting them
- how well pupils know their learning targets and what they need to do in order to improve their work
- how well the curriculum prepares pupils for their future lives.
- arrangements for safeguarding.

## Information about the school

All pupils have statements of special educational needs. Pupils are drawn from across the city and also from neighbouring authorities. Pupils have a diverse range of special educational need with over a third having severe learning difficulties, mostly involving speech, language and communication. Over half of the pupils have moderate learning difficulties, autistic spectrum disorders and social, emotional and behaviour difficulties. Over a third of pupils are eligible for free school meals. Nearly a quarter of pupils have a minority ethnic heritage. A few pupils are at the early stages of learning English. Boys outnumber girls by three to one. A small number of pupils are in the care of their local authorities. Pupils join the school at different ages and stages of their school career with most having had previously negative experiences of education.

The school has a range of relationships with five other schools and shares premises with four of them. These off-site provisions remain an integral part of Kingsweston School.

Since September 2008 the school has hosted and managed the Bristol City autistic spectrum disorder outreach team. The management structure, roles and responsibilities have also been revised in the course of the last year following the appointment of a new headteacher. The school has been awarded Healthy Schools Award, Activemark and Sportsmark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

Kingsweston meets the needs of a very wide range of pupils effectively. The school aims are very clear and underpin the work of all within it. All individuals within the school are valued and while academic achievement is currently a much needed focus of the school, this is not at the expense of the social, moral, spiritual and cultural development of pupils, which is good. Children and families who are vulnerable due to their circumstances are extremely well supported through initiatives such as the partnership work with on-site clinical psychologists.

Pupils form good relationships with adults and feel that their views are listened to. Pupils are well cared for, feel safe and are happy at their school. They develop a sound understanding of why they should eat healthily, take regular exercise and work safely through additional activities such as those linked with the Healthy Schools Initiative. Parents are also strongly supportive of the work of the school; as one wrote, 'My child was confused and scared by the world he lived in. Thanks to Kingsweston I now have a calm, happy boy who is confident enough to enjoy life.'

Achievement, while satisfactory overall, is good from Reception to Year 9. It is satisfactory from Year 10 to Year 14. The teaching of personal, social and health education is a strength throughout the school. A relative weakness is the achievement of the more-able pupils.

Across the school, sometimes pupils do not have enough opportunities to learn independently. On occasions it is because staff over-direct the pupils' activities but generally it is because pupils do not have good enough academic learning targets or know about them. Not all staff evaluate effectively the learning that has taken place in their lessons. When assessment information is used to help plan the next lessons to increase pupils' learning, progress is faster and attainment is higher.

Senior leaders have a good understanding of the strengths and areas for development needed to drive improvement. Governors support the school well but need to provide more challenge and support to middle leaders to help them develop, improve provision and raise achievement. While formal self-evaluation at all levels is currently being redeveloped, the school has an accurate awareness of what it needs to do to improve further. Revisions to roles and responsibilities, the targeted professional development of staff resulting in increased learning expectations, and data analysis in the last year all demonstrate its good capacity to continue to improve.

The outreach work that the school does is greatly valued by those who attend courses, receive advice or take part in the online forums. Users say that they feel more confident and are able to improve the work and life chances for children and young people with

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autistic spectrum disorders in their own workplace.

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

- Increase the number of lessons in which pupils make good or outstanding progress by:
  - immediately ensuring that teachers evaluate each lesson in terms of its impact on pupils' academic progress, and use this information when planning subsequent lessons
  - ensuring that all individual pupil targets are shared with them in a way that helps increase their independence
  - using challenging individual academic learning targets in lessons based on a moderated benchmarking of pupils' current attainment (by January 2010)
  - ensuring that middle leaders are in a good position to be accountable for driving improvement in their areas of responsibility (by July 2010).

## Outcomes for individuals and groups of pupils

**3**

When they join the school many pupils have had difficult experiences of education and they often have low levels of self-esteem. Over time, their progress is generally satisfactory or better regardless of which site they attend. There is no discernible difference in the progress that different groups of pupils make other than by age. The quality of learning and the amount of progress pupils make in the Early Years Foundation Stage and in Key Stages 1 and 2 are consistently good. The picture is similar in Key Stage 3. However, this is not always the case and during the inspection pupils' achievement varied more widely in Key Stage 4 and the sixth form.

Some of the more-able pupils become frustrated when they are given work to do that is far too easy for them and they have to sit and wait too often, and too long, for other pupils in the class to try to catch up. Nonetheless, they behave very well and respect the rights of the other pupils to take turns in answering questions. Pupils make good and sometimes outstanding progress in the areas of personal, emotional and behavioural development and social skills because these learning targets are written into individual education plans, shared regularly with pupils and their parents, and used effectively in all lessons. However, individual academic pupil targets are not specific, measurable or shared enough with pupils and are therefore not effective in raising attainment. Because of this, more-able pupils, particularly in Key Stage 4 and the sixth form, are sometimes not making the progress they should or attaining the standards of which they are capable.

The caring atmosphere that is a hallmark of the school ensures that pupils feel valued, happy, safe and secure and able to learn.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	*
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Overall, the quality of teaching is satisfactory; however it is inconsistent, varying from outstanding to inadequate. Teachers use questioning effectively to offer appropriate challenge and check progress but there is over-reliance on the individual views of teachers, rather than lesson plans and evaluation, to measure how well pupils are doing in class. Consequently some of the more-able pupils throughout the school are not sufficiently challenged by the activities and work they are given to do.

Many teachers make effective use of marking to help pupils understand their own progress and how to improve, but this varies too much from site to site. Where it is successful, pupils clearly understand what they are doing well and what they need to do to improve. Throughout the school there are too many missed opportunities for self-assessment and peer-assessment. Other weaknesses seen in lessons are related to work being given that was inappropriate to the pupil's special educational need.

The unusual and varied settings in which Kingsweston operates provide pupils with a good range of opportunities for working alongside their peers in mainstream schools and colleges. The different curricula followed adequately meet the needs of different groups of pupils. Over the last year the school has made good progress in improving the provision for pupils with severe learning difficulties. There is a good range of clubs,

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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visitors and visits, including residential visits, enriching the learning opportunities in day-to-day lessons. The quality of the curriculum on the main site is hampered by significant deficiencies in the accommodation, which limit the extent and range of experiences that can be provided. These premises also have a negative impact upon the behaviour of some pupils. For example, some of the rooms are too small and there is a lack of break-out spaces. As a result of this there are, on some occasions, limited options for the de-escalation of emerging challenging pupil behaviour.

Pupils and parents recognise that the school is highly committed to the care and support of pupils and appreciate the impact this has on their development. Pupils know that there will be a rapid and effective response if bullying or unkindness occurs. Pupils feel confident of the help staff will give when they need it. This is because staff are knowledgeable about pupils who experience difficulties in their learning and are proactive in ensuring that they are well supported. Excellent arrangements are in place for the protection of children who are the most vulnerable due to their circumstances. Pupils receive very good advice as they move from one stage of their education to another.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Historically the school has returned a nil response to requests for its statutory targets. A new process was put into place in autumn 2008 to set meaningful and challenging targets. There are now clear procedures for evaluating the school's effectiveness, which contribute well to determining the key priorities for improvement. The headteacher has a clear vision and realistic understanding of what needs to be improved. He has led the drive to improve teaching and learning in order to raise standards. There is good partnership work, particularly with health agencies, social care and other educational establishments. This, along with sound support from the governors and other staff with management responsibilities, has enabled the school to continue to improve. The restructuring and training of middle leaders is also providing the school with a greater capacity to ensure that improvements in teaching, learning and the curriculum are more rapid and secure.

The promotion of equal opportunities is the foundation stone that secures all the work that the school does for developing happy, caring young people. It regularly seeks and listens to the views of parents, pupils and partners. Monitoring of teaching and learning

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has been effective in highlighting where weaknesses lie and in bringing about improvements. Over the last year the focus on improving teachers' expectations and pupils' attainment through professional development and better use of data has raised achievement particularly for pupils with the greatest learning needs.

The promotion of community cohesion is satisfactory. The school is fully inclusive, and makes a strong contribution within its own and local communities. However, as the school has identified, there are missed opportunities for pupils to have a better awareness of how children and their families from other backgrounds and heritages contribute to life in Great Britain. Global awareness and support for children who are less privileged are successfully developed through the school's links with schools and a teacher education provider in Cameroon.

The school's arrangements for safeguarding pupils meet requirements well. Checks have been made on all adults who work within the school and a single central record is maintained and updated when needed. Health and safety checks and risk assessments are appropriately carried out. Resources are used appropriately to achieve value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Numbers of children in the Early Years Foundation Stage are generally small and falling. In part this is due to the high quality of the outreach work that the school supports. Last year there were two pupils and at the time of the inspection there were no pupils on roll.



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School records show that children make good progress in all areas of learning and make excellent steps forward in their communication skills where they increasingly learn to express their own thoughts and feelings. Inspection evidence indicates that pupils moving in to Year 1 have good relationships with their peers, play well together, feel safe, successfully follow structured routines, and make good progress.

The early years learning managers work closely with parents and other partners, in particular with other staff in the school sites, the occupational, and speech and language therapists. Records are exceptionally detailed and provide parents with clear evidence of how well their children are doing through accurate analysis supported by photographs and copies of the work that children have done independently. They share the same vision as the school's senior leaders to drive improvement in children's learning. Children's welfare is also given a high priority, training is continually reviewed and procedures for safeguarding are effective. Self-evaluation is used successfully to improve provision and consequently children's needs are well met and every child is equally well supported.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Sixth form

The sixth form staff work in good partnership with the local college, Connexions services, the Brandon Trust (a trust that aims to improve independence for people with learning disabilities), the local community and local employers. As a consequence students are well prepared for transitions to life beyond school and develop good life-enhancing skills. For example, they learn how to shop economically and make healthy, tasty meals with the ingredients they have bought. Nevertheless, there are significant deficiencies in the accommodation, which limit the extent and range of experiences that can be provided.

All students follow accredited courses of study leading to externally verified awards. Upon leaving school, all students find placements at college and successfully complete their courses. In 2008 a student won the Young Enterprise Individual Endeavour Award (South West) and in 2009 the team won awards for both the Best Report and the Best Trade Stand.

Academic progress and achievement are satisfactory overall. As with the main school academic learning targets are not effective in helping to improve students' attainment. Because of this, students are sometimes not making the progress they should and

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attaining the standards of which they are capable.

The sixth form is housed on the main site. It is very popular and highly regarded by the community as being a safe learning haven for students. As a result, some of the students stay in the sixth form for a third year at their request or at that of their parents, rather than moving on to college. The school does its best to encourage students to leave and go to college, if they think they are ready, after two years in the sixth form.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>3</b>
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

## Views of parents and carers

Fifty-four parents and carers responded to the questionnaire, with some having more than one child at the school. This represents nearly a quarter of the school's families. In their responses to the questionnaires, parents and carers were almost unanimously positive about the school and its impact on their children's learning and well-being. They felt that the pastoral care was a particular strength and believed the school met individual needs well. Inspection evidence concurs with most of these views, in particular those related to the care, guidance and support provided by the school for pupils and their families.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingsweston Special School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 222 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	72	13	24	2	4	0	0
The school keeps my child safe	44	82	10	19	0	0	0	0
The school informs me about my child's progress	39	72	15	28	0	0	0	0
My child is making enough progress at this school	32	59	21	39	0	0	0	0
The teaching is good at this school	37	69	16	30	0	0	0	0
The school helps me to support my child's learning	36	67	18	33	0	0	0	0
The school helps my child to have a healthy lifestyle	35	65	19	35	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	31	57	21	39	0	0	0	0
The school meets my child's particular needs	40	74	14	26	0	0	0	0
The school deals effectively with unacceptable behaviour	34	63	19	35	0	0	0	0
The school takes account of my suggestions and concerns	35	65	19	35	0	0	0	0
The school is led and managed effectively	36	67	16	30	1	2	0	0
Overall, I am happy with my child's experience at this school	40	74	13	24	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



6 November 2009

Dear Pupils

Inspection of Kingsweston Special School, Bristol BS11 0UT

Thank you for your very warm welcome when we came to your school to see how well you are doing. We enjoyed talking to you and seeing you at work and at play. The things you and your parents or carers told us were very helpful in making our judgements on how well the school is doing. We judged that your school is satisfactory, which means it does some things well but also has areas that can be improved.

This is what we think your school does best.

- You obviously enjoy school and make good friends.
- Your behaviour is good and this, along with your very positive attitudes to school, makes a real difference to how well you can learn in lessons.
- You and your families really appreciate how all the staff work hard to ensure you are well cared for and happy in school.

You have such wonderful adults who are always looking for ways to make your school an even better place to be. We have asked them to do the following things to make sure that this happens.

- Adults should use and share challenging subject targets with pupils in every lesson.
- Middle leaders should measure how well pupils are doing in the areas for which they are responsible, so they can give more help where it is most needed.

You can help by remembering your targets and letting adults know when your work is too easy or too hard.

Thank you for being so polite and helpful during the visit. I hope that you continue to enjoy your learning and do your best. Please thank your parents or carers for the helpful comments they made on the questionnaires.

With my very best wishes for your futures. Good luck!

Yours sincerely

Steffi Penny

Her Majesty's Inspector

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