

# Kingsley School

## Inspection report

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|--------------------------------|----------------------|
| <b>Unique Reference Number</b> | 122166               |
| <b>Local Authority</b>         | Northamptonshire     |
| <b>Inspection number</b>       | 380409               |
| <b>Inspection dates</b>        | 26–27 September 2011 |
| <b>Reporting inspector</b>     | Susan Lewis          |

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>                 | 3–11                                                                                             |
| <b>Gender of pupils</b>                    | Mixed                                                                                            |
| <b>Number of pupils on the school roll</b> | 132                                                                                              |
| <b>Appropriate authority</b>               | The governing body                                                                               |
| <b>Chair</b>                               | Jane Boyt                                                                                        |
| <b>Headteacher</b>                         | Tom O'Dwyer                                                                                      |
| <b>Date of previous school inspection</b>  | 9 February 2009                                                                                  |
| <b>School address</b>                      | Churchill Way<br>Kettering<br>NN15 5DP                                                           |
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|---------------------------|----------------------|
| <b>Age group</b>          | 3–11                 |
| <b>Inspection date(s)</b> | 26–27 September 2011 |
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed the school's work, including that of the neighbourhood nursery it runs. They visited 17 lessons involving 12 teachers. Inspectors spoke with representatives of the governing body, parents and carers, pupils, staff and senior leaders. They observed the school's work, and looked at the information kept about pupils' progress, curriculum and lesson plans, safeguarding documents, and school improvement plans. Inspectors analysed 59 questionnaires from parents and carers together with 40 from staff and 34 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well do pupils achieve in the school, particularly girls and those who attend the neighbourhood nursery?
- How good is the school's curriculum and how well does the school check up on the learning opportunities in classes to ensure that pupils progressively build up skills and understandings in all subjects?
- How effective is the provision in the Early Years Foundation Stage, including the neighbourhood nursery?
- How well do pupils progress in relation to their more specialist needs, such as their behaviour and communication?

## Information about the school

This is an average-sized special school which includes a neighbourhood nursery as well as specialist Nursery and Reception classes for children with a range of special educational needs. Pupils in the specialist provision and in Key Stages 1 and 2 have wide-ranging needs, including complex sensory, physical and medical needs, and severe learning difficulties. The large majority also have autistic spectrum disorders (ASD) and an increasing proportion has profound and multiple learning difficulties. The proportion of pupils known to be eligible for free school meals is much higher than usual. All pupils within the specialist provision have a statement of special educational needs. Pupils may join the specialist provision at any point during their primary or nursery education. There are more than twice the number of boys as girls in the special school provision.

The neighbourhood nursery has recently expanded to provide early years education for 28 children in the morning and a further 28 in the afternoon. These children then move on to other schools for their Reception year. Children from the specialist early years provision also spend considerable time in the nursery.

The school will become an academy on 1 November 2011 and is also in the process of gaining recognition as Kingsley College to become a training college for teaching assistants. To help prepare for these initiatives and following the recent promotion of the deputy headteacher to a headship, the senior leadership team is newly reconstituted.

**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?**

**1**

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

**1**

## Main findings

This is an outstanding school which provides the highest quality education and level of care and support for its pupils and their families. Everyone linked to it is extremely proud of its achievements and has very high expectations of what can be achieved. The school is exceptional because the leadership team is of the highest quality and highly focused on getting the best out of everyone, whether staff or children. Governance is excellent. The governing body ensures that the school is both challenged and supported to help pupils achieve even more. For example, governors are very clear as to the challenges and benefits of academy status and their role within this. Visitors openly comment on the school's warmth and vibrancy, as music and laughter ring out from its classrooms. Pupils say, 'It's lovely here' and 'I like school because it's fun'. Outstanding relationships with parents and carers, and with partner organisations in the local community, hugely enrich pupils' learning opportunities and enable their burgeoning skills to be tried out further at home or in the local community. Extensive out-of-school provision during holidays and after school ensures that pupils continue to learn and apply their skills at these times, and parents and carers feel further supported. Self-evaluation is excellent: leaders and individual teachers reflect carefully on all aspects of the school's work and know its strengths and potential areas for development extremely well. The school has developed exceptional systems for tracking and monitoring pupils' achievements, particularly in Key Stages 1 and 2 and uses these to set highly challenging targets. These underpin the outstanding teaching because everyone is so aware of each individual's next steps and ensures that the resources and support are in place to help pupils achieve these. All this, together with the ways in which the school has recently strengthened its senior leadership team and the subject leaders' roles, mean that the capacity to improve even further and the value for money provided are outstanding.

Outcomes are outstanding in every area of learning for all pupils from their starting points, including girls and those eligible for free school meals. This is because throughout the school every child is carefully included, their interests capitalised on and their talents nurtured. Pupils achieve so well because everyone knows each individual so well and the curriculum is highly personalised around their needs. In the neighbourhood nursery, the use of careful observation, 'special books' and more formal assessments ensure that staff very quickly know children's levels and needs, and contribute to their outstanding learning and development during their first year at the school. However, while systems for monitoring the progress of individual children are very strong here, they are less developed than in the rest of the school

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for analysing the performance of different groups of learners, such as those from different backgrounds or starting points. This means that while each individual's learning is very well tracked, any common difficulties are not so readily identifiable. The neighbourhood nursery's development plans, although appropriate, are not integrated into the whole school improvement plan.

Pupils within the special school make outstanding progress from their starting points on entry, whatever their background or level of need. For example, pupils with autistic spectrum disorders become increasingly more social and learn to manage their behaviour for themselves, becoming more flexible in their learning and being prepared to 'have a go' confidently at new experiences. All pupils, including those with profound and multiple learning difficulties, make exceptional progress in their communication skills and personal development. Staff are highly skilled at using a range of communication approaches according to each child's needs. Behaviour is excellent. Consistently high expectations of staff transfer to the pupils themselves. Pupils feel extremely safe and valued and this has a positive impact on their self-awareness and well-being. They say, 'Everyone is friends'. Spiritual, moral, social and cultural development is also excellent because of the richness of the provision, and the ways in which these are supported through lessons and high quality whole school and class assemblies.

The school takes exceptional care of all pupils, including those who are most vulnerable, meeting all requirements and following best practice guidelines. Staff are highly trained and vigilant, striking an excellent balance between allowing pupils some independence and responsibility and developing self-help skills. The attention to pupils' personal care needs is excellent and achieved with due respect for their dignity. Attendance is good. A high percentage of pupils have considerable medical or emotional needs which may keep them out of school for long periods. Exceptional working with families and others ensures that pupils attend as much as possible at these times and continue to learn at home.

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

- Ensure systems for analysing children's learning and progress in the neighbourhood nursery are as rigorous as those in the rest of the school by ensuring that:
  - the analysis compares different groups' learning and progress
  - leaders take appropriate action if any group's performance in an area of learning is less secure
  - whole-school improvement planning includes the development planning for the neighbourhood nursery.

## **Outcomes for individuals and groups of pupils**

**1**

Children entering the neighbourhood nursery have wide ranging achievements, but

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most enter with skills above those of others of their age overall. The children within the specialist Early Years Foundation Stage provision or who join at other times during their primary education enter with skills and understanding well below this because of their particular disabilities and needs. Outcomes are so good, relative to pupils' starting points, because the school is able to very successfully tailor the learning experiences to the ways in which each one learns best. Even those who find change and new experiences difficult because of their particular learning challenges, such as ASD or profound and multiple learning difficulties, are enthused by, and persevere with, their learning because of this. For example, Key Stage 2 pupils continued to slice onions very well even though their eyes were watering, one making a noticeable effort saying, 'It's ok, it's just the onion'. Pupils in Key Stage 1 are thrilled by their growing skills in number work or handwriting, and such confidence spills over into their willingness to talk with and share ideas with each other. Pupils have a remarkable understanding of how to keep healthy, saying, 'Chocolate is good but not too much' and 'You need to run and play'.

All children in Early Years Foundation Stage share their joy in learning when they join in action rhymes with enthusiasm, even though some have only just joined the school. They listen intently as their teacher talks about what they might do with play dough. Skilled questioning by staff and very high expectations all contribute to children's exceptional progress in communication, language and literacy, and early numeracy skills. The huge strides pupils throughout the school make in their concentration and in their curiosity about the world set them up very well for the next stages of their education. Pupils make excellent progress in their early literacy, numeracy and technological skills because of the many meaningful experiences they have to apply these within and outside of the school. Excellent use of music throughout the school successfully enhances pupils' listening and attention skills. Pupils are thrilled to be part of the ukulele orchestra and really persevere as they attempt chords and strumming.

*These are the grades for pupils' outcomes*

|                                                                                                          |          |
|----------------------------------------------------------------------------------------------------------|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>                             | <b>1</b> |
| Taking into account:                                                                                     |          |
| Pupils' attainment <sup>1</sup>                                                                          | *        |
| The quality of pupils' learning and their progress                                                       | 1        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 1        |
| <b>The extent to which pupils feel safe</b>                                                              | <b>1</b> |
| <b>Pupils' behaviour</b>                                                                                 | <b>1</b> |

<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 for the pupils' age

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|                                                                                                                               |          |
|-------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>The extent to which pupils adopt healthy lifestyles</b>                                                                    | <b>1</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>                                                | <b>1</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>1</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>                                                                       | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>                                                | <b>1</b> |

## How effective is the provision?

The highly effective classroom teams of teachers and support assistants ensure that not a minute of learning time is wasted and that each pupil's learning is challenged and yet supported. Excellent use of sensory approaches to the curriculum as well as specialist approaches enable pupils to make small but highly significant steps in all aspects of their learning. Well-targeted use of volunteers and student teaching assistants mean that everyone has someone to talk and share ideas with. Excellent use of augmentative communication devices and of signs and symbols systems further enable pupils' learning and understanding of what will happen, although occasionally teachers do not make enough reference to lesson objectives during and at the end of lessons. Without exception, everyone who comes into contact with the pupils encourages and supports their learning and ensures that the learning environment is extremely attractive and inviting. Excellent use is made of community resources and links with local schools to enable pupils' inclusion and contributions within their communities. Revised working arrangements with therapists are ensuring that pupils' therapy needs are met within classrooms and extremely well supported throughout the day. Excellent support during holidays and after school makes a very strong contribution to pupils' continued learning and strengthens their personal development further.

*These are the grades for the quality of provision*

|                                                                                                                |          |
|----------------------------------------------------------------------------------------------------------------|----------|
| <b>The quality of teaching</b>                                                                                 | <b>1</b> |
| Taking into account:<br>The use of assessment to support learning                                              | 1        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>1</b> |
| <b>The effectiveness of care, guidance and support</b>                                                         | <b>1</b> |

## How effective are leadership and management?

Staff describe the headteacher's leadership and clarity of vision as inspirational. The shared ambition for pupils throughout the school is palpable. Excellent attention to staff training at all levels and a culture of self-reflection has secured the previously outstanding teaching even more. Leaders and managers at all levels play a full part

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in evaluating and driving school improvement. The move towards Kingsley College is underpinned by the commitment to sustain this and to contribute to the effective teaching of pupils with special educational needs in other schools. Members of the governing body play their role extremely well, not only in holding the school to account but also by being highly visible and supportive. They bring an excellent range of skills to the school. The school is skilled at seeking out grants and partnerships that enhance its provision and pupils' learning opportunities. Safeguarding is excellent; the school's person-centred approach and extensive work with others, plus their meticulous attention to guidance ensure that all procedures and best practice guidance are followed rigorously and highly effectively. The school is a harmonious community in which all pupils are valued equally and no group is disadvantaged. The person-centred approach enables each to have access and to make progress equally, in a school that rises to the challenge of finding ways around each child's barriers to learning. Extensive work with partners locally, nationally and internationally enhances the quality of provision for the school and contributes to the work for community cohesion. This is excellent and has demonstrable impact on mutual understanding.

*These are the grades for leadership and management*

|                                                                                                                                                                      |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>                                                                  | <b>1</b> |
| Taking into account:<br>The leadership and management of teaching and learning                                                                                       | 1        |
| <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>1</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>                                                                                          | <b>1</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>                                                                                        | <b>1</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>                                                           | <b>1</b> |
| <b>The effectiveness of safeguarding procedures</b>                                                                                                                  | <b>1</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>                                                                                           | <b>1</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>                                                                          | <b>1</b> |

## Early Years Foundation Stage

The effectiveness of the provision for the youngest children both in the neighbourhood nursery and the specialist Early years Foundation Stage provision is exceptional. Outcomes across all areas of learning are outstanding because staff have such good understanding of the development and needs of children within the Early Years Foundation Stage and of the specialist needs of those who have barriers to their learning. The environment is spacious and inviting and the high number of staff and volunteers means that sensitive adult intervention extends the learning of



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every child, whether they arrive with skills above or well below others of their age. Children leave the neighbourhood nursery for their next schools with skills well above those of their age, particularly in their early reading, writing and number skills. Those in the specialist provision including those with the most complex learning needs make outstanding progress, particularly in their sociability, self help skills and communication. These children benefit hugely from the inclusion opportunities within the nursery by, for example, copying other children's behaviour as they line up, as they lie down to be measured or when joining in the actions at story and rhyme time.

The attention to children's welfare is excellent and all requirements are met. Parents are enabled to be fully involved in their children's learning, including through the swimming sessions in the hydrotherapy pool and the celebration boards. Children's experiences are enhanced through their access to the many facilities of the primary school, including the minibus for outings.

The leadership and management of this provision are excellent. The headteacher and stage leader are very clear as to the strengths and areas for development and draw highly effectively on training opportunities and external support to achieve these.

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

|                                                                                    |          |
|------------------------------------------------------------------------------------|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>1</b> |
| Taking into account:                                                               |          |
| Outcomes for children in the Early Years Foundation Stage                          | 1        |
| The quality of provision in the Early Years Foundation Stage                       | 1        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1        |

**Views of parents and carers**

Just under half of parents and carers returned the questionnaire. This is an average level of response compared with other school inspections. Inspectors also had access to the school's own questionnaires to families. The overwhelming majority of parents and carers are very positive about the provision the school makes for their children and the progress their children are making. They have tremendous confidence in the leadership and in the ways in which the school keeps their children safe and helps them to understand how to live healthy lives. They particularly appreciate the holiday and after-school clubs and how successful the school is at settling their children in quickly. Many positive responses were received praising the 'great staff' and the level of care and concern for children.

Inspectors found the provision made by the school, including the quality of teaching, to be outstanding. The extensive range of visits and clubs and the holiday make a very strong contribution to pupils' enjoyment and their learning.

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

Ofsted invited all the registered parents and carers of pupils registered at Kingsley 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 132 pupils registered at the school.

| Statements                                                                                                                                                                                                                      | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|---|-------------------|---|
|                                                                                                                                                                                                                                 | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school                                                                                                                                                                                                          | 49             | 83 | 10    | 17 | 0        | 0 | 0                 | 0 |
| The school keeps my child safe                                                                                                                                                                                                  | 54             | 92 | 3     | 5  | 2        | 3 | 0                 | 0 |
| The school informs me about my child's progress                                                                                                                                                                                 | 41             | 69 | 14    | 24 | 1        | 2 | 0                 | 0 |
| My child is making enough progress at this school                                                                                                                                                                               | 41             | 69 | 12    | 20 | 3        | 5 | 0                 | 0 |
| The teaching is good at this school                                                                                                                                                                                             | 49             | 83 | 9     | 15 | 0        | 0 | 0                 | 0 |
| The school helps me to support my child's learning                                                                                                                                                                              | 44             | 75 | 11    | 19 | 2        | 3 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle                                                                                                                                                                           | 46             | 78 | 12    | 20 | 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) | 38             | 64 | 10    | 17 | 1        | 2 | 0                 | 0 |
| The school meets my child's particular needs                                                                                                                                                                                    | 47             | 80 | 11    | 19 | 1        | 2 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour                                                                                                                                                                        | 38             | 64 | 13    | 22 | 3        | 5 | 0                 | 0 |
| The school takes account of my suggestions and concerns                                                                                                                                                                         | 42             | 71 | 11    | 19 | 3        | 5 | 0                 | 0 |
| The school is led and managed effectively                                                                                                                                                                                       | 48             | 81 | 7     | 12 | 1        | 2 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school                                                                                                                                                                   | 51             | 86 | 6     | 10 | 1        | 2 | 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 all 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

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---------------------------------------------------------|------|--------------|------------|
|                      | Outstanding                                             | Good | Satisfactory | Inadequate |
| Nursery schools      | 43                                                      | 47   | 10           | 0          |
| Primary schools      | 6                                                       | 46   | 42           | 6          |
| Secondary schools    | 14                                                      | 36   | 41           | 9          |
| Sixth forms          | 15                                                      | 42   | 41           | 3          |
| Special schools      | 30                                                      | 48   | 19           | 3          |
| Pupil referral units | 14                                                      | 50   | 31           | 5          |
| All schools          | 10                                                      | 44   | 39           | 6          |

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



28 September 2011

Dear Pupils,

**Inspection of Kingsley School, Kettering, NN15 5DP**

We really enjoyed meeting you when we visited your school recently. Thank you to those of you who spoke with us. We were particularly pleased to see how well you behaved. You told us you thought your school was great and that you have lots of fun there but also that you are learning a great deal. We think you are very lucky to be at a school like Kingsley whether you are in the nursery or the special classes. It is an excellent school. Mr O'Dwyer, the staff and the governors all work very hard to make sure that you have the best opportunities to learn. Your teachers make lessons fun and just at the right level for each of you. Everyone checks really well on how you are learning and provides any extra help you might need in the right sort of ways.

We think you make particularly good progress in your speaking and listening, your reading and towards reaching your personal targets. It was good to see so many of you becoming more independent as you progressed through the school. You have lots of exciting things to do and it was good to see you doing so many healthy things, like swimming in the pool and choosing your snacks so carefully.

We have asked the headteacher and the governing body to do one thing in particular to improve the school further. This is to always include the nursery in their plans for improving the school, for example by checking on children's learning there in as many different ways as they do in the rest of the school.

You can help, too, by coming to school every day and continuing to be so enthusiastic.

Yours sincerely

Susan Lewis  
Lead inspector

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