

# Inspection of Kingsbrook School

Kingsbrook School, Pittocks Lane, Southburgh, Thetford, Norfolk IP25 7TJ

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Inspection dates: 8 to 10 October 2024

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Sixth-form provision

**Insufficient evidence**

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

**Yes**

## **What is it like to attend this school?**

Strong, respectful relationships are the cornerstone to pupils' success in school. Many join having had a difficult time with education in the past. Adults raise pupils' expectations of what they can achieve. Whilst their journey through school is not without the odd bump, the road ahead is much smoother. Pupils develop high aspirations for who they can be, and what they can achieve in the months and years to come. They have a clear view of what their futures may hold.

Pupils have positive attitudes to their time in school. They work hard to learn, gaining qualifications to set them up for later life. They love sharing their successes, whether it be a well-iced cupcake or high-quality writing. These successes build self-esteem. On the rare occasions a pupil becomes frustrated or downhearted, adults quickly step in to provide well-judged support. Pupils feel safe to be themselves in this school. Difference is accepted and celebrated.

Wider opportunities are plentiful. Whether sporting, musical or craft-based, pupils take part in activities that interest them. These activities help them on their journey to aspirational careers or next steps in education. Adults are meticulous in ensuring these opportunities are carefully suited to each individual pupil. Pupils benefit greatly from these opportunities provided.

## **What does the school do well and what does it need to do better?**

The school's curriculum ensures pupils learn the important knowledge they will need to ready them for their futures. Many pupils who join the school have been out of education for some time, so have some catching up to do. Because the school has a very accurate understanding of each pupils' needs, the curriculum is suited to each individual. Teachers present information clearly. They help pupils understand small parts of knowledge in a sensible order. In English, for example, pupils explore a range of rich vocabulary to describe Frankenstein's monster. They use what they have learned to write good quality descriptive paragraphs, bringing together their growing knowledge of language.

Over time, pupils see the benefit of reading, both for learning and for pleasure. Whilst current pupils are confident and accurate readers, the school has a well-designed programme to help those pupils who find reading tricky who may join the school in the future.

The school wisely use the information in pupils' education, health and care (EHC) plans to create one-page profiles for each pupil. These contain useful information for teachers to help them adapt activities, providing precise support and guidance, which often happens. However, this information is not always used well and leads to some pupils struggling to understand or see the point in what they are learning.

Pupils play a significant role in the school community. They undertake their 'jobs' with diligence, such as feeding the animals, tidying workspaces and organising equipment. These roles support them to develop growing levels of independence and responsibility. Pupils see that positive actions have positive consequences as they reap the rewards these jobs, and their positive attitudes, bring.

Pupils show high levels of self-control. Many can read their own emotions and feelings, taking steps to manage these when they feel they are becoming angry or frustrated. This means that disruptive behaviour is extremely rare.

There is a well-considered and appropriate careers programme. The school helps pupils consider potential career aspirations from the time they arrive in the school, and support these closely, including if pupils' aspirations change. Pupils receive high-quality career guidance, which helps them to identify potential choices for their futures. Pupils benefit enormously from the range of alternative providers the school makes use of. Adults carefully and deliberately choose these providers to provide pupils with opportunity to extend their interests. Whether learning to DJ, fixing lawnmowers or producing high-quality artwork, pupils focus on what is important to them. School staff support pupils well while they are learning at different venues.

Pupils benefit from the carefully designed personal, social and health education programme. The school thinks carefully about when pupils are ready to learn particular content, especially around relationship and sex education. Pupils learn well in these areas, helping them to be ready for the challenges they will face in the wider world as they move into adulthood.

School leaders, and the proprietor body, keep a close eye on attendance. Pupils' attendance is extremely high. Many have gone from attending school sporadically in the past, to now attending all day every day. The calm and welcoming approach from adults in school plays a significant role in supporting pupils to love coming to school.

The school has well-established systems and procedures to make sure the site is safe for pupils and staff. Staff make regular and rigorous health and safety checks. The school identifies relevant risks that pupils and staff face, such as when travelling or using tools in the forest area. Sensible mitigations are in place to reduce these risks.

The proprietor board and governors have a clear and accurate view of the school. The well-established monitoring and support processes ensure the right balance of challenge and support to school leaders. The strong oversight ensures that the school meets all the independent school standards. The buildings and school grounds are well kept and safe. They provide pupils with a rich environment in which to thrive. The proprietor ensures that the school complies with the Equality Act 2010.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and proprietor)**

- At times, teachers do not use the useful information on pupil's individual profiles to adapt activities to precisely meet pupils' differing needs. This means that, on occasions, the support they receive is not always well-tailored and does not help them learn as well as they could. The school should make sure all teachers receive support to consistently adapt the curriculum effectively for pupils' varying levels of understanding and need.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## School details

<b>Unique reference number</b>	145159
<b>DfE registration number</b>	926/6017
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10321485
<b>Type of school</b>	Other Independent Special School
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	15
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Aspris Children's Services Ltd
<b>Chair</b>	Nancy O'Reagan
<b>Headteacher</b>	Ursula Castillo
<b>Annual fees (day pupils)</b>	£67,116 to £112,037
<b>Telephone number</b>	01953 852303
<b>Website</b>	<a href="http://www.aspriscs.co.uk/find-a-location/kingsbrook-school-norfolk">www.aspriscs.co.uk/find-a-location/kingsbrook-school-norfolk</a>
<b>Email address</b>	<a href="mailto:kingsbrookschool@aspriscs.co.uk">kingsbrookschool@aspriscs.co.uk</a>
<b>Date of previous inspection</b>	7 to 9 July 2021

## Information about this school

- Kingsbrook School is owned by Aspris Children's Services Ltd. The chair of the proprietor body took up her post on 1 October 2024.
- The school provides education for up to 15 pupils aged 11 to 18 years who have complex social, emotional and mental health needs. All of them have an EHC plan. Most pupils arrive having missed long periods of schooling.
- There is a children's home on the same site, separately registered and inspected by Ofsted, but operated by the same proprietor. Currently, no school staff work in the children's home. A small number of the school pupils live there.
- The school currently make use of seven unregistered alternative providers.
- At the point of the inspection, there were too few pupils in the sixth form for inspectors to make a graded judgement on this aspect of the school's work.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English, mathematics, science and geography. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Inspectors met with the headteacher, deputy headteacher and a range of staff. The lead inspector met with the chair of the proprietor body, the interim regional director and held a telephone conversation with a representative of the local authority.

- Inspectors toured the premises to review the suitability of school buildings. Inspectors reviewed a wide range of documents to check compliance with the independent school standards.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspection team considered the views of parents through responses to Ofsted Parent View. Inspectors gathered the views of pupils and staff through surveys, as well as interviews and discussions conducted throughout the inspection.

### **Inspection team**

Nathan Lowe, lead inspector

His Majesty's Inspector

Charlie Fordham

His Majesty's Inspector

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