

Wings School Notts

Address: Main Street, Kirklington, Newark, Nottinghamshire, NG22 8NB

Unique reference number (URN): 136039

Inspection report: 30 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- **Insufficient evidence:** Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Expected standard

Achievement

Expected standard 

When pupils join the school, they are largely working well below the standards that are expected for their age. However, as a result of the school's effective support, pupils make steady progress from their starting points. Increasingly they achieve well, both personally and academically. Pupils develop personal attributes such as independence, confidence and a determination to succeed. They acquire essential skills in mathematics and benefit from the school's clear approach to advance their communication and reading skills. For example, pupils use their skills successfully to analyse high quality texts such as 'The Thames and Tide Club', '1984' and 'An Inspector Calls'.

By the time pupils leave the school in Year 11 they successfully gain a range of appropriate qualifications and awards. They are well-prepared to take the next steps in their education, and the vast majority of pupils move on to further education to study their preferred courses.

Attendance and behaviour

Expected standard 

The school works with determination to help pupils to overcome their previous negative experiences of education that have led to their low attendance, or school refusal. Leaders provide a carefully crafted response to remove these barriers and many pupils' attendance has significantly improved. For a small number of pupils who are severely absent, the school has introduced a more flexible approach to school attendance. This work is at an early stage, and it is too soon to conclude that it is improving the attendance of pupils who attend school least.

Lessons and social times are largely calm because the school has high expectations of pupils' behaviour. Staff model the principles of respect, inclusion, safety and engagement they expect pupils to exhibit. They establish positive relationships with pupils and take swift action if there is any bullying or discrimination.

Rewards such as a 'dip in the tin' and the 'Friday picnic' motivates pupils to do their best and they show an increasing interest in their learning. When pupils do not live up to the school's expectations, they spend time with staff to reflect on their behaviour. They know that each school day provides them with a fresh start.

Curriculum and teaching

Expected standard 

Curriculum development continues to be a key aspect of the school's school improvement work. Nevertheless, the current curriculum offer is broad and balanced. The curriculum is mapped out for all subjects with consideration given to the order in which pupils learn new knowledge. However, leaders are in the process of adapting the curriculum further with the school's context in mind and to make sure that it is more closely matched to pupils' needs. The curriculum is enhanced by a therapeutic offer that enables pupils to access academic learning.

Leaders provide staff with a range of training so that they are well-placed to meet pupils' complex needs. Typically, staff deliver the curriculum with sufficient skill. As a result, pupils' knowledge and skills develop successfully over time. For example, in mathematics, pupils discuss angles and in food technology pupils learn the intricacies of making choux pastry. The school's extensive grounds play an important role in pupils' learning. In a science lesson pupils locate wildflowers so that they can identify the male and female parts. However, there are some staff who are less experienced and they are still crafting their skills such as engaging pupils successfully in their learning.

Inclusion

Expected standard 

The school is welcoming and highly inclusive. All pupils have an educational health and care (EHC) plan. Many have additional personal challenges such as social care involvement or childhood trauma. Staff take great care to identify the barriers that pupils face without delay. They work closely with parents, carers and other agencies to precisely understand pupils' needs. As pupils join the school, they take time to check what pupils know and can do. They use this information well to identify the small steps of progress that pupils need to make so that they can reach the longer-term targets identified in their EHC plans. These targets are regularly reviewed and adjusted to make sure that pupils experience success.

The school ensures that staff receive the training they need to deliver the curriculum in this specialist setting. Typically, staff support pupils successfully. They provide interventions and adjustments to activities that help pupils to access the learning. They provide additional resources and allow pupils to make some of their own choices about how they work, for example selecting a preferred pen to write. Pastoral support and therapy sessions are also prioritised so that pupils develop the personal skills they need to be ready to learn.

Leadership and governance

Expected standard 

Leaders have worked with determination and focus to steer the school through a challenging time. Now, there is much to celebrate. The leadership team has been strengthened because they have clearly defined roles and can offer expert support and guidance for the school. Staffing has stabilised, and they contribute collectively stronger skills as a result of the relevant, specialised training they receive. Leaders work closely with staff to check that this training has had a positive impact on how well pupils are understood and supported. Leaders are fine role models for other staff. They have successfully raised the expectations of pupils and staff.

The proprietor has played a significant role in recent school development. They have ensured that leaders have the additional resources they need to improve the school. They provide challenge when it is needed and check that leaders' put pupils' interests and wellbeing at the heart of all their decisions. Together with leaders, the proprietor has ensured that the independent school standards are met.

Staff are positive about leaders' consideration for their workload and wellbeing. They note the positive differences the current leadership team have made such as an improved team ethos. A large majority of staff agree that they feel valued and respected. They say that if they raise concerns about their workload, leaders take effective action to address this.

Parents are unanimously positive about the school. They recognise that the school's work has significantly led to improved life chances for their children.

Personal development and wellbeing

Expected standard 

The school regards the personal development and wellbeing offer as a linchpin in their work. It is designed with care to meet the needs of pupils who have significant gaps in their social and emotional skills. Lessons in personal, social and health education are part of the school's core offer. At the heart of these lessons is the knowledge and skills that pupils need to make good choices. They learn how to maintain positive mental health and how to avoid risky behaviour such as knife crime or drug addiction. They learn how to develop positive relationships and cover relevant topics, for example 'toxic masculinity'. Above all, respect for others is championed. Pupils understand the importance of accepting those who may be different to them and this prepares them well for life in modern Britain. This work is also supported by an effective pastoral offer.

The school provides each pupil with plenty of opportunities to develop their personal interests and talents. There is a vast array of sporting activities that help pupils to develop their physical fitness, their leadership skills and to gain qualifications. Pupils are enthusiastic about sports such as paddle, trampolining and swimming. The arts are also promoted. Pupils benefit from 'DJ' sessions with specialist teachers and participate in dance and photography.

The curriculum is enhanced by a purposeful programme of visitors and trips. Pupils are challenged to try new things that may push them outside of their comfort zone, for example, climbing Mount Snowdon. These activities successfully help pupils develop their confidence and a 'can do' attitude, preparing them well to face new challenges.

The school takes effective action to prepare pupils for life beyond school. Pupils receive impartial careers advice. Older pupils visit universities and colleges. Pupils are excited to understand the paths their future lives can take if they work hard and do their best.

What it's like to be a pupil at this school

Pupils develop a deep sense of belonging at Wings School, Notts. They appreciate the care and kindness that staff show for them and are confident that they are known and accepted by others. Many pupils have struggled to engage in education in the past and may have been out of school for some time. Now, they describe how their attitudes to school are changing because they feel well supported to overcome their personal challenges. They feel safe in school and routinely identify that their relationships with staff are the best thing about the school. This is because they have absolute confidence that staff will help them whatever the problem is. This sense of security begins from the moment pupils arrive at school in the morning. Staff welcome them on site and over breakfast, take time to talk about any worries or concerns they may have. Staff respond sensitively to this information and use it to shape pupils' days. Pupils also learn to manage their feelings and increasingly take responsibility for their actions. They recognise when they need to take a short break from their lessons to

stay calm, such as a walk or a visit to the school's llamas. Pupils use this privilege sensibly and promptly return to their learning activities.

Pupils develop the personal skills they need to work and socialise with others. As their confidence and resilience improve, they are more able to cope with the demands of the school day and form positive relationships with their peers. Typically, the school day is calm because pupils behave well. This means that pupils can get on with their learning without distraction.

As a result of the school's work pupils learn to value their education and are excited about the potential their futures hold.

Next steps

- The school should continue to review and adapt the curriculum to ensure that it provides pupils with the skills and knowledge they need for the next stage in their education.
 - Leaders should ensure that staff have the skills they need to effectively engage pupils in their learning.
 - Leaders should continue to check that the school's approach for improving attendance impacts positively on pupils who have the lowest attendance.
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About this inspection

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal, the executive headteacher, the deputy headteacher and other members of the senior leadership team. The lead inspector held a meeting with the regional director and the co-chair of the proprietor body. In addition, she held a telephone call with the alternative provider used by the school.

The proprietor is Kedleston (Wings Education) Limited.

The chair of the proprietor is Paul Brosnan.

The fee currently charged is £70,203.

The maximum number of pupils that the school is permitted to admit is 60.

The school's email address is wingsnotts@kedlestongroup.com

Inspectors confirmed the following information about the school:

This is an independent special school.

The school caters for pupils with a range of special educational needs and/or disabilities, including pupils who have social, emotional and mental health needs and pupils who have been diagnosed with an autism spectrum condition. All pupils have an education and health care plan.

At the time of the inspection there was a temporary executive headteacher in post to offer additional support to the school.

The school makes use of one unregistered alternative provider.

Principal: Jacob Shelton

Independent school standards

Independent school standards are either met or not met for each category.

1. Quality of education provided	Standards met
All standards have been met.	
2. Spiritual, moral, social and cultural development of pupils	Standards met
All standards have been met.	
3. Welfare, health and safety of pupils	Standards met
All standards have been met.	
4. Suitability of staff, supply staff, and proprietors	Standards met
All standards have been met.	

5. Premises of and accommodation at schools

Standards met

All standards have been met.

6. Provision of information

Standards met

All standards have been met.

7. Manner in which complaints are handled

Standards met

All standards have been met.

8. Quality of leadership in and management of schools

Standards met

All standards have been met.

Lead inspector:

Caroline Poole, His Majesty's Inspector

Team inspector:

Christine Horrocks, Ofsted Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 30 June 2026

Total pupils

58

School capacity

Pupils with an education, health and care (EHC) plan

Pupils with special educational needs (SEN) support

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Insufficient evidence

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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