

# Belmont Park School

## Inspection report

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<b>Unique Reference Number</b>	131697
<b>Local Authority</b>	Waltham Forest
<b>Inspection number</b>	360307
<b>Inspection dates</b>	14–15 June 2011
<b>Reporting inspector</b>	Kay (Kathleen) Charlton

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>	10–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	56
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim Minton
<b>Headteacher</b>	Julia Mainwaring
<b>Date of previous school inspection</b>	18 March 2008
<b>School address</b>	101 Leyton Green Road Waltham Forest London E10 6DB
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## Introduction

This inspection was carried out by two additional inspectors. Fourteen lessons were observed taught by 10 teachers. Meetings were held with students, staff, members of the governing body and a representative of the local authority. Inspectors observed the school's work, and looked at a range of documentation including the school improvement plan, the 'Strategy for Change' document, curriculum planning, assessment information, school policies and minutes of meetings of the governing body. There were 16 questionnaires from parents and carers, 24 from staff and 17 from students that were scrutinised.

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

- The effectiveness of the ways in which staff use assessment to maximise students' learning.
- The success of the school in improving students' personal skills with a focus on improving behaviour and attendance.
- The extent to which leaders, in particular the governing body members, ensure school improvement.
- The effectiveness of the systems to track students' progress and set challenging targets to ensure that all groups, particularly girls, make the progress of which they are capable.

## Information about the school

Belmont Park School caters for students with behavioural, emotional and social difficulties. A small minority have associated learning difficulties. All have a statement of special educational needs or are being assessed for one. Most have been excluded from their mainstream schools, often after a period of disrupted education, and few join the school at the usual point of entry. Students come from the London Borough of Waltham Forest. They are from a wide range of ethnic backgrounds, with the greatest proportions being of White British and Black British/Caribbean heritage. There are no students who speak English as an additional language. Currently, there are significantly more boys than girls. The proportion of students known to be eligible for free school meals is very high. The school has Healthy School status.

**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?**

**2**

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

**2**

## Main findings

Belmont Park School provides a good education for its students. The care, guidance and support that students receive are outstanding and ensure that they make excellent progress in developing their confidence and self-esteem from a very low base. Students' progress in their academic learning is good and the students gain qualifications in a range of GCSE and vocational subjects, through which all are able to move successfully into further education, training or the world of work. The school uses very effective strategies to rekindle students' interest in education and attendance is above average. Students from very diverse backgrounds get on very well together and they say that they feel extremely safe. Their behaviour is good with all students showing great improvement from when they first start at the school. As a result, they make an excellent contribution to the school and wider community.

The curriculum is very well balanced and gives a clear focus to the development of basic skills in literacy, numeracy and information and communication technology (ICT). It is effective in engaging students, particularly through its increased vocational and work-related programmes. Teaching and learning are good. Teachers establish very positive relationships with the students and these are the basis of the exemplary guidance and support for students' personal development. Staff know each student as an individual and they use assessment information effectively to match work to their levels of understanding and to improve their achievements. Lessons are usually motivating, but a few are too teacher directed and opportunities to encourage students to work independently are missed.

The headteacher leads with commitment and determination. She is very well supported by her deputy headteacher and, together, they have established effective teamwork across the teaching and support staff. They have a good understanding of the school's strengths and weaknesses and have mapped out a clear path for improvement. Since the previous inspection, the leadership has ensured improvement in the ways that staff use assessment information to match work to students' ability. Rigorous systems have been developed to track students' progress, and to monitor and evaluate the quality of the provision. These systems effectively underpin a cycle of school improvement. There have been improvements in the school's governance so that the governing body now provides a good level of challenge and effectively influences strategic decision making. The middle leadership role, however, is not sufficiently developed to fully support school improvement. Training in this area is starting to pay off. Partnerships with parents, carers and other professionals are used extremely well to help meet students' needs, especially to support their personal development. The school has an exceptionally high focus on ensuring its students are safe and staff work tirelessly to support those whose circumstances may make them vulnerable to help them overcome their personal difficulties. The improvements which the school has effected on students' achievements,

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behaviour, attitudes to learning and especially on their attendance show that the school is placed well to improve in the future.

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

- Ensure that in every lesson opportunities to encourage students to work independently are maximised.
- Develop the role of middle leaders, especially by extending their contribution to monitoring and evaluation, so that middle leaders can play a full and active part in school improvement.

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

**2**

By Year 11, students' attainment is broadly average. Given their below, and sometimes well below average starting points on entry, this represents good progress and achievement. Students enjoy their lessons and there are no differences in the progress made by different gender, ethnic or ability groups. Achievement in art is particularly good, as evident in the many stimulating displays around the school. This is based on very high quality teaching that takes full advantage of students' ideas about how they might improve each other's work. In all the lessons seen, very positive relationships and an increased focus on students meeting challenging academic targets form the foundation of their good learning. In most lessons, staff are skilful in using a wide range of approaches to ensure that students gain the skills to be independent learners and think through problems for themselves. This practice is not sufficiently consistent in all.

Students' spiritual, moral, social and cultural development is good. This is based on the high expectations established by all staff and the role models they present. Students learn to reflect on their own feelings and increasingly learn how best to respond to those of others. This plays an important part in helping students make significant changes in their attitudes and behaviour. Students develop a good awareness of the need for a healthy lifestyle and this is recognised through the school's Healthy School status. They are very enthusiastic about physical education lessons and inter-school games competitions where they have been especially successful playing football. In discussions, students acknowledged how they have used information about sexual health, tobacco and drug abuse to help change their lifestyle.

The first-day absence procedures are operated with rigour and, as a result, students improve their attendance considerably from their previous performance. Students contribute extremely well to the school. Good examples include students mentoring each other and making decisions about the introduction of a school uniform. When helping to improve the local environment, working in a local hospice and putting forward ideas to ensure the success of the Olympic games, students make highly-valued contributions to the wider community. Through work with the police and other agencies, they have an excellent understanding about issues that affect their safety and how they should react in potentially dangerous situations. Students say that staff listen to their views and they feel extremely safe knowing that if issues arise they are dealt with promptly. The literacy, numeracy and ICT qualifications they gain, together with their noticeably improved personal skills, prepare students well for their future economic well-being.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</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

## How effective is the provision?

Staff work together well and ensure that the school's positive approach to behaviour management is implemented consistently so that lessons proceed smoothly. Teachers have good subject knowledge and high expectations. Staff development on using assessment as an integral part of students' learning is paying off. As a result, teachers generally give a good level of ongoing feedback to students about how they might improve their work in order to reach their targets. Non-teaching staff play an important part in developing students' understanding, particularly in the one-to-one literacy sessions. Staff often inject a sense of fun into lessons and they use ICT well to enhance students' learning. Occasionally, however, they give too much focus to their teaching input or overuse worksheets rather than using a range of approaches to ensure students' learning is of the highest quality.

The curriculum matches students' needs and aspirations with personal and social education forming an important cornerstone of the provision. Vocational and work-related courses, such as the one on car mechanics, are particular favourites with the students. A carefully planned programme of work experience supports the provision. Visits out of school, for example to outdoor centres, and visitors to the school enhance the curriculum very well. These not only widen students' horizons but also give them positive role models of those in positions of authority. The school has made a good start in extending the provision beyond the school day by introducing before- and after-school clubs and football

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sessions on Sundays. There are a few opportunities in the curriculum for students to be creative, for instance through music, dance and drama, and further developments are taking place in this area.

Staff are extremely effective in using their relationships with students to negotiate with them and explain why and how they might improve their attitudes and behaviour. The tutor group system supports this approach very well and, also, is effective in helping students to catch up with their work. Excellent systems for transition that make sure that all students settle happily into school life. The support given to students as they move on to further education is especially strong. Parents and carers are partners in their children's education. The school works extremely well with them and a wide range of other agencies, including local schools, colleges and education welfare services, particularly to achieve improvements in students' attendance and attitudes. The school is extremely effective in supporting the well-being of students who have difficulties in their personal circumstances to ensure that they are not disadvantaged in their education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher leads by example with a constant focus on improving the life chances of students. All staff are very committed to her vision and show a sense of enthusiasm about key developments, for example middle leaders are keen to take on increased responsibility for school improvement. The school has a well-thought-out programme of staff development which is matched well to the school's priorities. The governing body is much improved and has developed a much more systematic approach to monitoring the quality of provision. Consequently, its members have a good awareness of the school's strengths and weaknesses and they target resources well to help improve students' achievements. The school promotes equality of opportunity well by ensuring good achievement for all groups of students, including those who arrive at the school after the usual point of entry. The difference the school makes to the lives of its students is a testament to its commitment to tackling discrimination.

The school provides parents and carers with advice and support that is tailored to their children's needs. There is very regular exchange of information so that the school is able to act quickly if a parent has worries and concerns. Meetings in school and home visits, where home learning packages are set up if needed, help parents and carers support their children. Students appreciate the fact that 'this school takes time to ring home with good news and sends out Excellent Day Letters'. The school's procedures for safeguarding and child protection are extremely robust and staff give advice and support to other

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professionals in this area. There is comprehensive awareness of safeguarding issues amongst all staff who receive regular training in child protection. At a local level, the school is very effective in using its wide-ranging links and the very diverse backgrounds of both its students and its staff to promote community cohesion. As a result, there is a very harmonious atmosphere. There are too few opportunities for its students to learn about lives of others in an international context and the school is rightly developing this area of its work.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Sixteen questionnaires were received. To give a clearer picture of the views of parents and carers, the school's own feedback from them was taken into consideration. Parents and carers are overwhelmingly very happy with the school and the provision it makes for their children. Comments such as, 'This school has been brilliant for my child,' and, 'This school has been very supportive to my child and myself,' sum up their views very well. The very positive views of parents and carers are fully supported by the inspection findings.



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

Ofsted invited all the registered parents and carers of pupils registered at Belmont Park 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 16 completed questionnaires by the end of the on-site inspection. In total, there are 56 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	5	31	7	44	0	0	2	13
The school keeps my child safe	6	38	9	56	1	2	0	0
My school informs me about my child's progress	6	38	9	56	0	0	0	0
My child is making enough progress at this school	2	13	11	69	0	0	2	13
The teaching is good at this school	2	13	14	88	0	0	0	0
The school helps me to support my child's learning	2	13	12	75	1	6	0	0
The school helps my child to have a healthy lifestyle	4	25	11	69	1	6	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)	6	38	8	50	2	13	0	0
The school meets my child's particular needs	4	25	10	63	1	6	1	6
The school deals effectively with unacceptable behaviour	5	31	10	63	1	6	0	0
The school takes account of my suggestions and concerns	3	19	11	69	1	6	0	0
The school is led and managed effectively	5	31	10	63	1	6	0	0
Overall, I am happy with my child's experience at this school	6	38	8	50	1	6	1	6

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 31 December 2010 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.**



17 June 2011

Dear Students

**Inspection of Belmont Park School, Waltham Forest E10 6DB**

We really enjoyed coming to inspect your school. We judged that Belmont Park provides a good education. We could see that you are happy being at the school and you make great improvements in your confidence and self-esteem. You make good progress in the subjects you study and gain a range of qualifications that help you move on successfully to the next stage of your lives. The school keeps you extremely safe. There is always someone to look after you, give you extra support, for example to help you catch up with your work, and give you advice about the courses you might study at college. Your behaviour is much improved since you joined and is now good.

We could see that you enjoy football, pool and activities, such as creating designs for your T shirts. You told us that you particularly like visits out of the school, for example to the outdoor centre and activities undertaken in the before-and after- school clubs as well as 'Sunday Football'.

To improve Belmont Park in future we have asked the staff to make sure that in every lesson they make best use of opportunities to help you be independent in your learning. We have also asked them to develop the roles of a number of teachers with whole school responsibilities so that they play a bigger part in improving the school in the future. You can help by always trying your hardest.

Yours sincerely

Kay Charlton

Lead Inspector

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