

New Park High School

Inspection report

Unique Reference Number	106011
Local Authority	Salford
Inspection number	355872
Inspection dates	15–16 June 2011
Reporting inspector	Hilary Ward

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

Type of school	Special
School category	Community special
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair	Mrs Jackie Lloyd
Headteacher	Mrs Almut Bever-Warren
Date of previous school inspection	4 March 2008
School address	Off Green Lane Patricroft, Eccles Manchester M30 0RW
Telephone number	0161 9212000
Fax number	0161 9212030
Email address	almut.bever-warren@salford.gov.uk

Age group	11–16
Inspection dates	15–16 June 2011
Inspection number	355872

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 13 lessons and observed teaching by seven teachers, instructors and teaching assistants. Meetings were held with school leaders, members of the governing body, a group of students, external professionals and parents and carers. They observed the school's work, and looked at documents, such as safeguarding policies, risk assessments, individual education plans and minutes of meetings. They reviewed the four questionnaires returned by parents and carers.

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

- The effectiveness of teachers' assessments in planning lessons and the involvement of students in evaluating their own learning and progress.
- How well the curriculum meets the needs of the different groups of students.
- The impact of the school's work to improve attendance.
- The school's success in managing behaviour and developing students' capacity to self-manage.

Information about the school

The school caters for pupils who have a statement of special educational needs for social, emotional and behavioural difficulties. A large majority of the students have additional learning or communication difficulties. There are only two girls on roll. The vast majority of students are of White British heritage. There are eight looked after children. Nearly all students are known to be eligible for free school meals. Mobility is high, with many students joining other than at the usual times.

The school has two temporary assistant headteachers covering for the long term absence of the deputy headteacher. The school holds special educational needs specialist status for social, emotional and behavioural difficulties, Healthy School status, Investors in People, the Sportsmark and IAG (Connexions) Bronze Award.

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

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

New Park High School's effectiveness is satisfactory. It has many strengths but outcomes are satisfactory due mainly to low attainment, often caused by low attendance. Nevertheless, good teaching helps those students who attend regularly to make good and sometimes outstanding progress so that achievement overall is satisfactory. Students' starting points are usually low, with many having additional learning difficulties, usually of a moderate nature. The majority develop skills which will be of use to them in their adult lives and achieve a range of national awards but the attainment and future economic well-being of a significant minority is compromised by their persistent absence. The curriculum is designed flexibly to meet students' individual needs and interests in order to ensure their success in gaining awards. All students who are entered gain at least one GCSE pass, achieving particularly well in mathematics, science and art and design. The number of successes and range of awards achieved has increased year on year since the last inspection.

Students feel very safe in school because of the good care, guidance and support provided and because of the very positive relationships between themselves and staff. The students benefit from the school's good links with a range of statutory agencies and community partners to support their personal development. Behaviour is satisfactory. When there are incidents of poor behaviour, these are well managed by staff and do not usually interfere with the learning of others. However, many students find it hard to develop self-discipline and manage their behaviour without the support of an adult.

The governing body has recently been strengthened by the addition of new members and, together with the effective headteacher, they have a clear view of the school's strengths and areas for improvement. Weaknesses identified by the previous inspection have been addressed successfully. This together with improvements in the quality of teaching and the increase in the number of students taking examinations and achieving successes demonstrates that the school has a good capacity to improve.

Up to 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve students' attendance, particularly for the significant minority, to raise attainment and enhance their future economic well-being by:
 - considering the establishment of a dedicated school 'attendance' team to build on the existing good links with parents and carers and external agencies
 - improving the monitoring of individual targets for students

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

- reviewing strategies to engage students in their learning.
- Improve behaviour by:
 - reducing students' dependence on adult support and encouraging self-discipline
 - continuing to encourage students to think through the consequences of their actions.

Outcomes for individuals and groups of pupils

3

The great majority of students enter the school with attainment which is low compared with national expectations. This is largely due to previous poor attendance and behaviour but also because of communication difficulties and general or specific learning needs. Despite this, students who attend school regularly have a positive attitude to learning and often make rapid progress from their low starting points. They benefit from being taught in small groups and high levels of adult support, which help students to focus on developing their literacy and numeracy skills in a supportive and protective setting. Because of the range of curricular pathways on offer, all students who participate can enjoy success before they leave school and achieve national awards. The number of students taking examinations and the number of passes they obtain in GCSEs, Entry Level, AQA unit awards and Adult Literacy Adult Numeracy (ALAN) has increased since the last inspection.

Students say they feel safe in school. Sometimes they are worried by the behaviour of others but are confident it will be well managed by staff. Incidents requiring physical restraint have dramatically reduced to the point where they are now a rare occurrence. Students who are persistently absent often find it difficult to overcome the barriers to learning presented by external influences. The school does not have a team with specific responsibility for managing absence, nevertheless, most students have developed trusting relationships with chosen adults in school and feel able to share confidences and concerns. Students understand why healthy choices are offered at lunch and snack times and greatly enjoy physical activity, often choosing to play football or ride bikes during free time.

Some become peer mentors, members of the new school council and 'school inspectors' and receive training to develop these roles. A majority of students are involved in a community activity such as visiting an older generation of friends they make in homes for the elderly; gardening and decorating for needy families and supporting disabled children in another special school. It is very evident that the students involved really enjoy these sessions which support their spiritual, social, moral and cultural development well.

Although the majority of students make rapid and sustainable progress in their literacy and numeracy skills and in their personal development, the poor attendance of a minority restricts their potential for well-being in the future.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
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
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Good teaching was observed during the inspection and none was less than satisfactory. In most lessons, frequent changes of activity keep students interested and maintain a good pace. Teachers use questioning effectively, to check students' understanding and to encourage them to clarify their thoughts and express their ideas. Technology such as interactive whiteboards and the good resource of in-class student computers are frequently used well together with practical activities, to help students grasp new ideas and to reinforce independent learning. For example in one lesson where Year 10 students had been discussing the impact of shock, they independently researched major events in order to write headline news. Teachers and assistants seek opportunities to reinforce the skills of numeracy and literacy in all lessons, such as measuring and planning recipes in food technology. Behaviour in lessons is usually well managed through a consistent approach by the classroom teams. Strategies, such as reminders about rewards and targets, often help to keep students focused. Students are encouraged to evaluate their own learning at the end of each lesson.

The curriculum meets students' needs well as they move through the school, offering increasing opportunities for vocational learning and the development of work skills. All students who attend are offered tasters, either at a college or through 'Brighter Futures'. The school does its best to engage students in their learning and meet individual requests and interests through the very good links with other providers, but nevertheless this does

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

not ensure all students attend regularly. Recently the school has adopted a primary model for the younger students that helps them to settle into a nurturing environment and focus on catching up on basic skills work they may have missed during their primary years. Students appreciate the enrichment opportunities offered in the curriculum, which include many visits into the community and residential trips.

Teachers and teaching assistants know their students well and provide very good individualised care, guidance and support for their learning and personal development. Many students find it hard to develop the skills they need to self-manage their behaviours without adult support but staff encourage them to think through the consequences of their actions. The school goes to great lengths to try to engage students whose attendance is poor; by making home visits and phone calls; setting individual targets and by working closely with the various youth services to provide support for students and their families who face challenging circumstances. Although this proves effective for many students, a minority are harder to reach and attendance figures remain low overall.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher is highly respected by students, staff, parents and carers and by external professionals. She provides very strong leadership to the school, although leadership and management duties are not always shared sufficiently amongst senior staff and this has been exacerbated by the temporary leadership team arrangements which have been in place this year. The headteacher constantly networks with other providers and professionals to find alternative and better ways to meet students' needs and develop the school into the future. She shares this vision with staff, and the governing body which has grown in strength to provide a good level of support and challenge. Members of staff are keen to develop their professional skills to better meet the needs of their students and are supported by the headteacher and governing body to attend appropriate courses. This has resulted in raised standards of teaching and support.

There is good promotion of equal opportunities in planning to ensure that, as far as possible, all students have equal access to learning which meets their individual needs. Safeguarding arrangements are good, particularly because of the in-depth training for staff and the strong links with external agencies. Students are making an increasingly positive contribution to creating a cohesive school community as well as enjoying strong links into the local community. The school has also developed more global links, for instance, through participation in 'world mathematics day' and recent links with a similar school in Germany.

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

As part of their specialist school status, the school has continued to improve links with mainstream schools and colleges, providing training and support to them to develop their skills in managing social, emotional and behavioural difficulties. This work has resulted in a few New Park students being supported to return to mainstream placements, while others are able to access aspects of the curriculum in a mainstream secondary school setting with support.

The school has extensive partnerships with a range of agencies to support students in keeping themselves safe and out of trouble and to promote their well-being including their good mental health. Despite their best endeavours they are not always able to give students the resilience to resist external influences.

These are the grades for leadership and management

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

Views of parents and carers

Only a very few parents and carers returned questionnaires, but inspectors were also able to meet with two parents and carers in school. The information available indicated that they are very appreciative of the considerable efforts the school makes with their children and the support that is provided to them to help them at home. In particular, very positive comments were made about the support received directly from the headteacher and the inspection findings endorse this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at New Park High 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 4 completed questionnaires by the end of the on-site inspection. In total, there are 72 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	1	25	2	50	0	0	1	25
The school keeps my child safe	1	25	2	50	0	0	1	25
My school informs me about my child's progress	2	50	1	25	1	25	0	0
My child is making enough progress at this school	0	0	3	75	0	0	0	0
The teaching is good at this school	1	25	2	50	0	0	0	0
The school helps me to support my child's learning	1	25	3	75	0	0	0	0
The school helps my child to have a healthy lifestyle	0	0	4	100	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)	1	25	2	50	0	0	0	0
The school meets my child's particular needs	1	25	1	25	0	0	1	25
The school deals effectively with unacceptable behaviour	2	50	1	25	1	25	0	0
The school takes account of my suggestions and concerns	1	25	2	50	0	0	0	0
The school is led and managed effectively	2	50	2	50	0	0	0	0
Overall, I am happy with my child's experience at this school	1	25	2	50	0	0	0	0

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

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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 July 2011

Dear Students

Inspection of New Park High School, Eccles, M30 0RW

Thank you so much for welcoming us to your school and for being so willing to tell us about some of your activities and the things you enjoy doing. These are some of the things we found out while we were with you.

- You enjoy very supportive relationships with members of staff who help you to develop the skills you need for the future.
- All of you who are entered for exams achieve success at your individual levels.
- You particularly enjoy activities which enable you to get out into the local community and meet people who you can help.

To try to make your school even better, we have asked the headteacher to do two things in particular:

- keep working with you to try to improve your attendance
- keep working with you to improve your behaviour even further so that you will have better opportunities to succeed when you leave school.

I would like to wish all the adults in your school and each one of you all the very best for the future.

Yours sincerely

Hilary Ward

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.