

Green Park School

Green Park Avenue, Bilston, Wolverhampton, WV14 6EH

Inspection dates 17–18 October 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. Almost all pupils make the progress that they should.
- Most teaching is good and pupils learn well in lessons. Class staff teams work extremely well together.
- Staff check on pupils' progress very carefully to identify and give extra help to anyone who is not doing as well as they should.
- The leaders check on teaching rigorously. They give excellent support to new teachers and those who need to improve.
- Behaviour and safety are outstanding. Classes are calm and quiet and pupils usually have excellent attitudes to learning.
- The staff manage pupils' behaviour very well. Pupils enjoy school and say they feel safe.
- The sixth form is good. It prepares students well for life after school.
- The school is well led and managed. Staff and governors are keen to improve the school and are working well to do so.
- Members of the governing body are frequent visitors. They have an accurate view of the school's strengths and weaknesses, the quality of teaching and how well pupils are doing.
- The new premises are outstanding. Senior leaders have used the move as an opportunity to improve and develop most aspects of the school's work.
- Pupils are very well supported by the specialist, medical and therapy teams.
- The school cherishes each pupil and celebrates their successes. Parents and carers are very happy with the school.

It is not yet an outstanding school because

- Not enough teaching is outstanding, and a small amount needs to improve.
- Not enough pupils make exceptional progress.
- Some of the new developments have not been operating long enough to check they are improving pupils' achievement.

Information about this inspection

- Fifteen teachers were observed teaching 15 lessons. Most of these were observed jointly with the headteacher or deputy headteacher.
- Meetings took place with the headteacher and deputy headteacher, two representatives of the governing body, members of the school leadership team and other staff. Informal discussions were held with pupils, and a telephone conversation took place with a representative of the local authority.
- Inspectors reviewed many documents including those relating to pupils' progress, school self-evaluation and improvement, curriculum planning, governance and keeping pupils safe.
- Inspectors took account of the school's surveys of parents' and staff views, eight responses to Parent View (the online questionnaire for parents), and 72 completed staff questionnaires.

Inspection team

Judith Charlesworth, Lead inspector

Additional Inspector

Rowena Davey

Additional Inspector

Full report

Information about this school

- Green Park School provides for pupils with severe, profound and complex learning difficulties. About one quarter of the pupils have autistic spectrum disorder or similar difficulties, and a third have significant physical disabilities. A number of pupils have multi-sensory impairment.
- All pupils have statements of special educational needs.
- Around one third of the pupils are girls, and two thirds are boys.
- Just over half of the pupils are from White British backgrounds. The rest of the pupils come from 13 minority ethnic heritages. Half of these pupils come from families who speak English as an additional language.
- About one third of the pupils are eligible for the pupil premium, which is an additional sum of money provided by the government to support looked after children, those eligible for free school meals and those from Forces families. This is about twice the national average.
- The school has an outreach service which provides support for children with multi-sensory impairment, and training for staff in other establishments. Most of their work is carried out within Green Park School.
- The school moved into newly-built premises in February 2011. It is linked to community facilities and a primary school. The two schools share some common areas.
- The school is organised into five clusters of three classes. Each cluster caters for pupils within an age range. Pupils are placed in the classes according to their particular learning needs. These are broadly profound and multiple learning difficulties, autistic spectrum disorder and severe learning difficulties.
- There are 10 children in the Early Years Foundation Stage who are taught in the cluster which includes the youngest pupils in Key Stages 1 and 2.

What does the school need to do to improve further?

- Improve teaching, and pupils' achievement, by ensuring that:
 - there is greater consistency and frequency in the use of symbols, signing and other forms of alternative communication to support pupils' communication and reading skills
 - teachers always keep an overview of what is happening in the class to check that small-group work leads to effective learning all the time
 - every moment of all lessons is used to support learning, including the times when pupils' personal care needs and mobility difficulties are being seen to.
- Rigorously check on the new curriculum (subjects and topics) and teaching arrangements to make sure they are improving pupils' achievement, and adapt them quickly if necessary.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress from their various starting points. Their attainment on joining the school is low for their age as they have complex needs which affect their ability to learn easily.
- The school checks on pupils' progress regularly. Detailed records of the progress of individuals, classes, different ages and other groups are analysed carefully. These show that almost all individual pupils achieve well. They achieve the targets for small steps of progress that are set for them. Some individuals achieve exceptionally well, but a few make less progress than they should.
- Pupils' achievement has improved consistently over the past three years. Records show that pupils from all backgrounds and heritages make similar progress. Pupils from families for whom English is an additional language are supported well by the school's approach to developing language in all pupils. The extra money derived from the pupil premium is used effectively to provide additional staff, activities and therapies, such as rebound (bouncing) therapy and reading support, to improve pupils' achievement.
- Boys and girls in all age groups achieve equally well. Children in the Early Years Foundation Stage make good progress. They learn to take part in and enjoy activities, such as developing their senses of touch, hearing and sight by exploring interesting items.
- Pupils in the sixth form make good progress. Some show well-developed reading and numeracy skills. They enjoy cooking, running the school cafe and learning in the community. Senior pupils' work is accredited by a national awarding body, and some move on to college courses.
- Pupils with autistic spectrum disorder make good progress, particularly in their personal development. They learn to manage their own anxieties and behaviour. They demonstrate improving skills right across the ability range, for example, from using symbols and reading for some pupils to recognition of the use of simple objects for others. Pupils with profound and multiple learning difficulties also achieve well. They show increased awareness and motivation to communicate and make choices, for example, by operating switches or vocalising.
- Throughout the school, pupils make particularly good progress in communication. They learn to talk, and to recognise objects, use symbols, understand signing, and read words to help them communicate and understand others. A whole-school focus on supporting the development of literacy skills is improving pupils' achievement in this area. Pupils' numeracy skills develop steadily according to their ability. More-able pupils in Key Stage 2 show they understand how to make a simple graph, and, with some support, sixth form students manage the money made from their flowering basket enterprise.
- Pupils' achievement is not outstanding because last year, there was some variation in achievement between subjects and overall, not enough pupils made exceptional progress. The school has made significant changes to the curriculum and teaching arrangements to remedy this. However, they have not been in place long enough to judge whether they are working.

The quality of teaching is good

- There are several factors that lead to good teaching. One significant factor is the organisation of pupils into groups who have similar learning needs, and the provision of classroom furnishing

and organisation that help each group to learn best.

- Lessons are very well planned. This ensures that pupils with the most profound difficulties develop their ability to learn from their experiences, while the more-able learn subject knowledge, such as matching letters and words in literacy. In each lesson, staff pay careful attention to pupils' personal learning targets and this supports their progress in all areas.
- The teacher and assistants in each class work exceptionally well together. All class staff teach. In the best lessons, assistants know exactly how to help pupils concentrate and learn throughout the whole lesson. Additional medical, therapy and specialist staff work quietly and unobtrusively with individuals in or out of the class.
- Activities and resources are usually very well chosen to help individual pupils enjoy their task and concentrate. 'Light boxes' are often used to help pupils with visual impairment see contrast more clearly. Other technology is also used very well to interest pupils, such as the special floor area on which projected images respond to touch and movement.
- In most lessons, there is a strong emphasis on the development of communication, literacy and numeracy skills. Symbols are usually used effectively to support pupils' understanding and communication. Reading, writing and mathematics are taught at an appropriate level and supported across all subjects.
- Teaching is not outstanding, however, because these strong features are not present consistently in all lessons. In less effective lessons, pupils do not learn as much as they could. Teachers do not always have a good enough overview of small-group activities to adapt what is planned, if, for example, pupils lose interest. Symbols, signing and objects are not always used enough to support communication. The teacher sometimes expects pupils to read words when they are not able to do so.
- Time is not always used well enough. This particularly applies to the time between activities when pupils have their care needs met, or are moved from the floor to their wheelchairs. Sometimes, pupils wait too long before planned activities re-commence and opportunities are not always taken to continue learning during these times.

The behaviour and safety of pupils are outstanding

- Pupils of all ages enjoy school. This is confirmed by their parents and carers. Pupils' attendance is above that typically found in special schools and they arrive in the mornings happy and ready for the day. Absence is almost always due to ill health.
- Pupils are friendly and tolerant of each other and new adults. Where they are able to, pupils smile and interact with visitors because they feel safe and protected. For example, one young man, who is a reluctant communicator, asked an inspector for help to take off a cake wrapper.
- Pupils' behaviour and attitudes to learning in lessons are usually excellent. They try very hard to succeed. Many examples of this were seen in all age and ability groups. For example, older pupils with autistic spectrum disorder persevered extremely well and calmly at their various literacy tasks. One very young pupil with significant physical difficulties tried exceptionally hard to touch the glittery material placed in front of her.
- Staff show very high levels of care and concern for each pupil. This is shown in their outstanding relationships with pupils, their pride in pupils' achievements and sensitivity to small changes in

their well-being.

- Staff have high expectations of pupils' behaviour. Pupils who have particular behaviours associated with their difficulties are very well managed. Staff develop clear, well-understood strategies that are followed carefully. Detailed records show that individuals' challenging behaviour reduces rapidly as a result.
- There are very few deliberately anti-social incidents. The topics of safety and bullying are frequently covered in lessons, and pupils, parents and carers do not feel there is any discriminatory behaviour at the school. Pupils are taught how to keep themselves safe in everyday situations. In one lesson observed, for example, some sixth form students learned how to avoid accidents and deal with minor cuts and burns.

The leadership and management are good

- Leaders and managers are ambitious for the school and for pupils' futures. They are keen for the school to become, as the Chair of the Governing Body said, 'a nationally recognised centre of excellence'. Staff share this ambition and commitment. Parents and carers are regularly consulted for their views and are very happy with the school's work. One parent wrote: 'We all work together... we are always made welcome... we have no concerns. The school is excellent.'
- School self-evaluation is accurate. It is based on careful, regular checks of all aspects of the school's work. Pupils' achievement is closely analysed, as is the quality of teaching. Leaders know what the school needs to do to improve weaknesses and strengthen what is already good.
- Leadership and management responsibilities have been very effectively spread throughout the school. Cluster leaders take responsibility for staff performance and pupils' achievement in their areas. Each also has responsibilities throughout the school, as do subject leaders. Higher level teaching assistants play an important role in supporting and training other staff.
- Excellent support is given to new staff, some of whom are new also to special education. Appropriate support, training and guidance are also given to those whose work requires improvement. The school has an extensive programme of staff training. This is determined by appraisal meetings, national and whole-school developments, and the staff's personal requests.
- All pupils, regardless of their ability, disability, circumstances, gender or ethnicity are given equal opportunities for learning. This commitment underpins the school's organisation of pupils into classes of similar needs, and the continual review and changes to provision to improve achievement. Pupils who are eligible for the pupil premium are supported individually, for example, to ensure they can attend residential journeys, and by the smaller groups and additional activities provided to support achievement.
- The curriculum has undergone a radical change. It has been redesigned to be more relevant to pupils' needs and to link subjects together so that pupils can make connections between subjects. There is a strong focus on helping those with the most profound difficulties to develop learning skills.
- The curriculum is enriched by a wide range of additional activities. Opportunities for socialising and learning with pupils from the attached primary school are increasing all the time. Altogether, the curriculum promotes pupils' spiritual, moral, social and cultural development effectively. It prepares them very well for taking their place in a modern multicultural society. For example, during the inspection week, pupils performed at the city-wide 'A Voice in a Million' concert and

'Diversity Celebration'.

- The school has benefited from the local authority's support. There has been extensive investment into the new accommodation and regular evaluations of the school's effectiveness by advisers have contributed to its improvement. Partnerships with the local community are strong. The headteacher sits on authority-wide bodies, and the work of the multi-sensory support service is valued by children, parents and carers, and professionals in the community.

- **The governance of the school:**
 - formally evaluates its own performance regularly and is fully involved in school self-evaluation
 - understands the school's strengths and weaknesses, including the variability in the quality of teaching and what is being done about it
 - understands how well pupils are achieving and what the school needs to do to improve achievement
 - ensures that policies and practices are properly put into practice and regularly reviewed
 - ensures that statutory duties, including those to safeguard pupils, are met
 - is clear about matching expenditure on staffing with measures to improve the effectiveness of teaching and its impact on pupils' achievement
 - ensures that all money, including the pupil premium, is spent to improve achievement.

- Leadership and management are not outstanding because there has been some instability in the leadership team which is only just resolving. Members are full of enthusiasm for their roles and are working well, but the group's work is not yet fully established. The curriculum and new arrangements for teaching in smaller groups are too new to determine whether they are improving pupils' achievement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	104415
Local authority	Wolverhampton
Inspection number	400714

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	3–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	114
Of which, number on roll in sixth form	22
Appropriate authority	The governing body
Chair	Barry Bond
Headteacher	Lorraine Dawney
Date of previous school inspection	9 March 2010
Telephone number	01902 556429
Fax number	01902 556431
Email address	greenparkspecialschool@wolverhampton.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

