

# The Park Campus

Gipsy Road, West Norwood, London, SE27 9NP

**Inspection dates** 13–14 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school

- The outstanding leadership of the executive headteacher and head of school has improved many aspects of the provision's performance since its previous inspection.
- Their leadership, combined with the excellent level of support and challenge offered by the management committee, ensures that good teaching and all other educational provision continue to improve.
- Attendance has risen dramatically since the previous inspection as a result of more rigorous checking and increased responsibility of learning advisers for improving attendance. Better attendance is having a positive impact on students' learning.
- Good links with local schools, external agencies and other providers mean that students can learn in a variety of stimulating settings.
- Students' progress is accelerating rapidly – as demonstrated by a substantial improvement in students' GCSE results in 2012.
- Students' behaviour and attitudes are good and contribute strongly to their good learning in lessons. Students say they feel safe, behave well and are aware of different types of bullying.
- Overall, teaching is good and, occasionally, outstanding. Its great strength lies in the individual students' work plans that teachers regularly prepare.
- Senior leaders have worked hard and successfully to raise standards, improve the quality of teaching and increase rates of attendance.

### It is not yet an outstanding school because

- There is too little outstanding teaching, so not enough students make the fastest possible progress.
- Sometimes teachers' marking does not show students clearly enough how to improve their work.
- In some lessons, introductions are too long and students do not have enough opportunities to use their initiative and become independent learners.
- Information on students' progress is not always checked and used robustly by comparing it with national figures.

## Information about this inspection

- The inspectors visited 16 lessons, all of which were observed jointly with senior leaders.
- Informal discussions were held with groups of learners from each key stage, which included hearing students read.
- There were no recorded submissions to the on-line questionnaire (Parent View), but inspectors took account of the provision’s own surveys of parents and carers. Returns from 28 questionnaires completed by staff were also considered.
- Meetings were held with the Chair and Vice-Chair of the Management Committee and a representative from the local authority, the executive headteacher, head of school, senior staff and middle leaders.
- The inspectors evaluated documentation including information on the students’ current progress, the curriculum and development plans, as well as procedures and records on safeguarding, behaviour and attendance.

## Inspection team

David Scott, Lead inspector

Additional Inspector

Jackie Blount

Additional Inspector

## Full report

### Information about this school

- Park Campus is part of the Lambeth Alternative Education Provision (AEP) and caters for up to 110 full-time places for students who have been excluded or who are unable to attend school for a variety of reasons, including medical, social, behaviour or attendance related issues.
- The executive headteacher is the strategic lead for Lambeth AEP and the head of school is responsible for the day-to-day running of the provision.
- The provision operates on one main site and provides behaviour support for Lambeth secondary schools and hospital school provision at King's College Hospital. During the course of the last academic year, 114 students were taught throughout the provision.
- The proportion of students from minority ethnic groups is well-above average. The largest groups of students are of Black Caribbean and Black African heritages, most of whom are boys.
- An above-average proportion of students is supported at school action and school action plus and a below-average proportion has a statement of special educational needs.
- The proportion of students known to be eligible for the pupil premium (those eligible for free school meals, those in care and those with a parent in the armed services) is well-above average; although, at present, such funding is held centrally by the local authority and not devolved to the provision. The local authority looks after seven of the students.
- Around 80% of students remain in the provision for less than six months.
- A third of students across the provision are involved with the local Child and Adolescent Mental Health Services (CAMHS), as a result of their mental health difficulties.
- The provision works in partnership with many different bodies and organisations, including all secondary schools in the authority.
- A small number of Key Stage 4 students receive some of their education off site, delivered by two alternative providers.
- The provision is pursuing conversion to academy status, which is planned to take place at the beginning of September 2013.

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

- Improve further the rate of students' progress through increasing the proportion of outstanding teaching by:
  - ensuring that teachers' introductions to learning in lessons are always brisk so that students are given every opportunity to learn by themselves
  - ensuring that students always receive effective written feedback on their work, with teachers noting clearly the precise, small steps that students need to take to improve their work
  - refining the analysis of the information on students' progress by comparing it more closely to national progress data so action can be taken if individual students are not making the good progress intended.

## Inspection judgements

### The achievement of pupils

is good

- Most students enter the provision with starting points which are much lower than those typical for their age groups. Lesson observations and the provision's reliable information on learners' achievements show that students' progress is continuing to improve rapidly, with most students, irrespective of their ethnic heritage, achieving much higher standards in English and mathematics than at the previous inspection. Students in the hospital provision also make good progress as a result of excellent careful planning for their individual needs.
- In 2012, over half of all students attained five or more GCSE grades at A\* to C, which represents a 35% increase on the 2011 results. Similarly, a third of all students achieved five or more higher grades including English and mathematics, which represented a significant increase on the previous year's performance. As a result of major improvements in teaching, standards have risen rapidly since the previous inspection.
- Effective support in reading, writing, communication, mathematics and computing enables students to follow examination courses and make up lost ground from earlier years. By the end of Year 11, almost all students achieve adult literacy and numeracy qualifications in both English and mathematics.
- Students join the provision at different times and the longer the students remain in it the faster they progress. Achievement information on individual students shows that there is no significant variation between the achievement of different groups, in particular disabled students and those with special educational needs, including those receiving support for mental health difficulties.
- All students are given the opportunity to be entered for GCSE examinations early and if they do not get an A or A\* grade they are allowed to continue to work to improve their grades until the end of Year 11. The arrangement helps students, including the more able, to achieve well. Students reported that they value greatly the opportunity to practise their examination techniques and, as a result, their self-confidence improves and standards have risen.
- All students now achieve some form of accredited qualification, with most learners reaching their target levels. Academic success and gains in their personal development provide a secure pathway so that all students move on to further education, training or employment.
- A small number of students in Year 11 spend part of their timetable studying off site. Their progress is good with both providers. The arrangements for checking their work, attendance, punctuality and behaviour are effective.
- The provision has been particularly successful in narrowing the gap in attainment between those students who are eligible to be supported by the additional funds derived from the pupil premium grant and both other students in the provision and national standards. Although The Park Campus does not receive any additional government funding directly, resources have been carefully targeted towards improving performance in English, mathematics and literacy development. For example, at GCSE, the average point scores for students eligible for free school meals rose at a faster rate than that for all students nationally in English and mathematics.

### The quality of teaching

is good

- The positive relationships and respect that exist between staff and students have raised standards and improved achievement. Most teaching is at least good and there are pockets of outstanding practice. The impact of consistently good teaching is seen in the students' gains in learning, which far exceed their previous achievements in education.
- Teaching is not yet outstanding overall. In most lessons, teachers use question-and-answer sessions well to check students' progress in grasping new skills, knowledge and understanding. However, teachers sometimes talk too much at the beginning of the lesson and do not always

give students sufficient time and opportunity to learn by themselves.

- The feedback students receive about their work, both during lessons and through marking, contributes to their better progress. There are some examples of good practice in marking of students' written work, but it is not consistently good in all classes and subjects. Teachers sometimes do not indicate clearly enough the small steps that students should take to improve their work, so marking is not always as effective as it could be.
- Students gain confidence in applying their literacy skills when they have the opportunity to engage actively in discussion and debate and take learning forward for themselves. This was well illustrated in an English lesson, where students had prepared an electronic presentation about someone they looked up to and how that person had influenced their life. Students gave their presentation to each other using formal language and received feedback from the observer, who discussed which aspects made a successful presentation. However, students do not get enough opportunities to learn independently in this way.
- The promotion of students' spiritual, moral, social and cultural awareness is effectively woven into their daily lives. There are many opportunities for students to speak about their learning, listen carefully to each other and reflect on the lives of people who are from different cultures and beliefs.
- Teaching is well supported by a strong team of teaching assistants who are well deployed. These staff provide highly effective help for all groups and individuals, including disabled students and those with special educational needs.
- As students join the provision at different times, staff are particularly helpful to students in setting individual work and making sure all students can manage the work set for them. The individual work plans made for each student are a key strength in the quality of teaching and help students to achieve well.
- Students enjoy mathematics, particularly when they have problems to solve. This was observed in a Year 8 lesson where students were required to complete a grid with missing numbers. Students mentally calculated the totals for each column in order to find the missing numbers. As a result of the teacher's careful planning, students became fascinated and totally absorbed by their mathematics task, giving some excellent responses.
- Staff use praise of their students' achievements extremely well, which helps to improve self-confidence and reinforce good learning habits. Students recognise this and really appreciate when a member of staff has taken great pleasure in their rapidly improving achievements. This makes a real difference to them at a personal level.

### **The behaviour and safety of pupils are good**

- During their time at the provision, the attitudes and commitment to learning of most students improve well. They are generally polite and most behave well in lessons and around the site, although, on occasion, behaviour can be a little boisterous in the corridors.
- Behaviour is not yet outstanding because some students are not always able to manage their own behaviour for learning successfully and are too reliant on adults for support.
- Students increasingly enjoy attending the provision. They make vast improvements in their levels of attendance when compared with those at their previous schools. The provision has worked assiduously to ensure students attend regularly. As a result of timely and swift actions by staff, attendance for this year has risen significantly when compared to the previous year.
- The consistent use of the rewards-and-sanctions system makes a good contribution to the effective management of behaviour so that teachers and other adults can focus almost exclusively on students' learning.
- A recent survey showed that all parents who responded believe their children are well looked after. Students confirm they feel safe and show a good awareness of safety issues and about the dangers of different forms of bullying, such as cyber bullying and internet safety. Students are protected well from the pressures of daily life and are helped to achieve in an orderly and friendly environment.

- Fixed-term exclusions have declined markedly since the previous inspection, which reflects students' increasing enjoyment of education. This has been, in part, a result of changes to allow students to study diverse subjects such as essential information and communication technology skills, equality and diversity, nutrition and health, and sport. In addition, the Passport to Success project has enabled students to gain skills in various industries, such as media, fashion, and hospitality and catering.
- Students learn well when activities are closely matched to their skills and enthusiasms. This was seen in a cookery lesson observed in the hospital provision, where students thoroughly enjoyed making cakes in readiness for Valentine celebrations. Here, students were thoroughly absorbed in the practical activity of making a cake. Teachers and other adults also ensured that students had a variety of opportunities to practise their literacy and numeracy skills in reading the recipe and measuring the appropriate amounts of ingredients.

### **The leadership and management are outstanding**

- The executive headteacher's and head of school's determination, commitment, vision for the provision have created a welcoming and calm environment where students feel valued and can make progress. The impact of outstanding leadership is shown by great improvement in the quality of teaching and the impressive advance in students' achievement.
- The headteachers are very well supported by senior leaders and, together, they have galvanised the staff into a highly effective team, who feels valued for their efforts and, as a result, morale is high. This sense of collective purpose is the main reason why former underachievement has been rapidly and securely reversed.
- During the last two years, the provision has successfully reintegrated 43 students into mainstream education. Senior leaders have worked together very successfully to overcome poor attendance, inadequacies in teaching and in students' achievement. Consequently, the provision demonstrates the strongest capacity to continue to make improvement.
- The local authority provides effective and proportionate support, particularly since the provision was judged to be no better than satisfactory at its previous inspection. Regular monitoring of teaching and the quality of education provided, and well-considered training from the local authority's adviser, for example in checking students' progress, have been planned carefully and well received by staff. The provision has commissioned further on-going support in order to accelerate its improvement even more.
- The provision's monitoring of the quality of teaching involves informal classroom visits and formal lesson observations. The senior team currently leads this process with subject leaders increasingly involved. As a result of training in lesson observation techniques, senior staff are able to make accurate judgements on the quality of teaching, which were confirmed by inspectors. In addition, teachers are encouraged to watch one another's lessons and to provide constructive feedback, which has made a strong contribution to improving the quality of teaching.
- As a result of robust arrangements for managing teachers' performance, only those teachers who meet the required high standards, as judged by the executive headteacher and head of school, are able to move up the salary scale. Where teaching requires improvement, teachers receive additional coaching and this has contributed well to improvements in their teaching.
- For the last two years, all staff have been required to improve students' attendance as one of their performance management targets. As a result, attendance has risen substantially.
- Staff are increasingly confident in using numerical information to track and monitor students' progress and to target support where it is needed. However, staff do not always check this information robustly enough by comparing it with national figures to see if students within the provision are making as much progress as other students nationally.
- Helpful partnerships with parents, with local mainstream and special schools and with staff from other agencies are very well developed and a distinctive feature of the provision.
- Safeguarding procedures are securely in place, meet statutory requirements and are rigorously

applied. Leaders effectively promote equality of opportunity for all members of the provision and are proactive in tackling all forms of discrimination.

■ **The governance of the school:**

- Members of the management committee provide excellent support and challenge for the executive headteacher and head of school to ensure that the performance and salary progression of staff are checked and endorsed accurately and effectively. They take well-considered action when interventions are necessary and rigorously hold leaders to account for the provision's performance. They receive reports from the executive headteacher, head of school and the local authority's adviser, and ask probing questions so that they fully understand the issues facing the provision, particularly information on students' progress and how it compares with similar settings. Through visits and interviews with staff, they are well informed about the quality of teaching. Members of the management committee have a good overview of the provision's resources to drive its priorities forward. Although additional funds through the pupil premium are not currently made available to the provision, other funds and income streams are directed and monitored to make sure that individual learners are supported and helped in lessons. Full regard is given to the well-being and safety of pupils. For example, the Vice-Chair of the Management Committee and two members have undertaken safer recruitment training.

## 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

<b>Unique reference number</b>	192762
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	402412

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

<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	101
<b>Appropriate authority</b>	The governing body
<b>Headteacher</b>	Richard Leonard (Executive Headteacher)
<b>Date of previous school inspection</b>	19 January 2010
<b>Telephone number</b>	020 7926 0631
<b>Email address</b>	rleonard@lambeth.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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

