

New Park High School

Off Green Lane, Patricroft, Eccles, Manchester, M30 0RW

Inspection dates 24–25 April 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students are suitably appreciative of the outstanding care, support and range of experiences this very versatile school provides for them.
- They settle to work quickly in its calm, well managed and friendly environment.
- Overall progress is good. The majority of students achieve well due to the mostly good teaching they receive.
- Flexible learning plans and a curriculum highly tailored to students' interests and needs promote increasingly positive and consistent attitudes to learning.
- Students develop reading, writing and mathematical skills well. They gain external accreditation and communication skills develop well.
- Behaviour is generally good and students say they feel safe. Behaviour is managed fairly and consistently.
- The headteacher's passion and zeal for ensuring parity for her students is shared by all staff.
- Every opportunity is taken to provide students with maximum access to learning and parents note that the school, 'goes the extra mile' to make sure that it happens.
- The school is very well led. The new senior management team has settled well and the effectiveness of the school has significantly improved since the last inspection.
- Systems to check students' progress and the quality of teaching are good and being improved.
- Governors provide good support and challenge.
- The school's range of alternative services and placements and its support for students with behavioural needs in mainstream schools are valued by the local authority.

It is not yet an outstanding school because

- The pace, levels of questioning and use of individual targets are not always sufficient in order to increase students' contribution to lessons.
- The school has further to go in developing its own capacity for observing lessons so the quality of teaching can be checked even more effectively.

Information about this inspection

- The inspectors observed 10 lessons, two shorter periods of teaching, a reading session and took two learning walks to observe behaviour and participation in lessons.
- Two lessons were jointly observed with the school's deputy headteacher. All teachers in school and all classes were seen.
- Inspectors listened to students read and looked at their work with them in class. Two students led a tour of the school buildings.
- Meetings were held with the school's headteacher and staff, members of the governing body, the school's educational welfare officer, the coordinator of alternative provision and the school council.
- A meeting was held with a representative from the local authority.
- Informal discussions were held with staff and students.
- Insufficient responses were available on the online questionnaire (Parent View) to be able to access them. The views of a group of parents and a parent governor who were visiting school were also taken into account.
- The inspectors looked at information about students' progress, teaching, planning and monitoring documentation. The school's documents on safeguarding were reviewed together with records of attendance and students' behaviour.

Inspection team

Linda Clare, Lead inspector

Additional Inspector

Stephen Helm

Additional Inspector

Full report

Information about this school

- New Park provides for students with social, emotional and behavioural needs. All students attending the school have a statement of special educational needs. A number of students have additional needs including dyslexia.
- Students can join the school at any age and many start in Year 10 or Year 11.
- Almost all of the school's students are known to be eligible for the student premium (additional funding for students known to be eligible for free school meals, students from service families and those that are looked after) and this is significantly higher than national average.
- There were four girls on roll at the time of the inspection and the vast majority of students are of White British heritage.
- A small number of students experience activities in local mainstream secondary schools, and for these the school has links with Salford City Academy, All Hallows High School, Moorside High School, Harrap Fold High School, Buile Hill High School, Wentworth High School, The Albion High School and the Canterbury Centre.
- The school works in partnership with Brighter Futures Training, Salford College and SMS Coaching. It has an alternative provision which operates from Eccles Youth Centre and Broughton Youth Centre. It also provides an outreach service for a number of Salford's mainstream secondary schools.
- The school has achieved the 3rd Stage Information, Advice and Guidance Award for Careers Education and Dyslexia Friendly School status.

What does the school need to do to improve further?

- Improve teaching and further accelerate the rate of students' progress by:
 - reducing the amount of time teachers talk in lessons and increasing the pace to allow students to do more work
 - providing more opportunities for students to contribute to and research different aspects of lessons
 - using questioning in all lessons as effectively as it is used in the school's best practice
 - reinforcing student targets more often so that they know what they have to do to move to the next level and can use this more frequently in lessons.
- Further develop the school's own capacity and expertise in observing lessons so that it is able to check the quality of teaching even more effectively.

Inspection judgements

The achievement of pupils is good

- Students make generally good progress and achieve well. Most enter school with skills below those typically expected for their age, the result of disrupted education or extended periods of absence, which leaves them with gaps in their learning.
- The school caters very effectively for a number of clearly defined groups of students. Those regularly attending New Park rapidly make good and better progress and the majority go on to achieve national qualifications at broadly the levels expected of others their age.
- The students who find it hardest to stay in education are very well supported. They also achieve national or vocational accreditation as a result of well-managed individual combinations of school, off-site vocational courses and alternative project placements. For a very few students, well structured home tuition packages and virtual school links are successfully combined with school or college placements.
- Learning, behavioural and social communication skills develop well. Personable students competently led a tour of the school and, typical of other groups seen, provided mature responses with a ready willingness to initiate conversation.
- Progress in literacy and numeracy is good and strengthened by daily 'reading sessions' where the development of reading skills is structured and guided.
- Self-help and life-skills learning are very effectively woven into all aspects of school life. Students are challenged to make choices and a school atmosphere, which encourages them to try, builds their self-confidence. They develop positive attitudes to learning, try hard and learn to listen to advice.
- The range of accreditation offered meets all levels of student ability well. Practical activities are particularly popular and feature in most courses. Students enjoy cooking and in one lesson semi-independently followed a recipe for spaghetti carbonara very successfully, confidently predicting they would be able to re-create it at home.
- Students enjoy community links with the elderly and raising funds for charity. Opportunities to mix with others on courses at college or with vocational training providers to learn construction or mechanics skills are valued.
- There is little variation in the progress of girls and boys, those from minority ethnic groups, and those in receipt of free school meals or allocated pupil-premium funding.
- Equality of opportunity is at the core of everything that the school sets out to achieve. For example, the small number of girls is recognised in focussed activities to appeal to and support them, such as pamper sessions at college. Those with additional needs benefit from the school's personalised approach and specialised staff training, most recently in dyslexia.

The quality of teaching is good

- Teaching is generally good and some lessons observed had outstanding qualities. Most lessons match students' needs well and teachers generally expect students to make good levels of progress. Praise and encouragement are used appropriately and with good effect.
- Lessons are well structured and teachers ensure that students know what they have to do and how they are to achieve it. Tasks are progressive and build on what students know.
- Reading, writing and mathematical skills develop well. Language skills and vocabulary are promoted appropriately in most lessons and all students, including the less-confident readers, know ways to help themselves when blending letters and sounds into words.
- Support staff play a valuable role in lessons and are crucial to enabling the close checking of students' work off-site. Teachers and teaching assistants work extremely effectively together in tutor teams and know every student exceptionally well.
- The use of questioning is not yet consistently good. In better lessons it provokes thought. For

example, whether it mattered that trees felled in the Congo devastated the region's villages and wildlife - to make mobile phones. It was also used skilfully by some staff to ensure students had understood their work.

- Sometimes staff are over-helpful and provide long explanations, which take up students' working time, provide too much support, which limits time and opportunities for independent research or give answers before students have time to think about their response to questions.
- Individual learning plans show good levels of challenge between students' current standards and their future targets. Where targets were reinforced, students were able to accurately outline what they needed to do to move to the next level. However, this does not consistently take place, and opportunities to provide feedback for self-review and encouragement to aim higher are missed.
- Technology is used well to support learning, particularly the use of the inter-active whiteboards. Informed careers advice together with good progress made in core skills, social interaction and communication skills ensure that students are well-prepared for the future.
- The school provides extra support to ensure that students' ongoing placements are secure in the first year of post-school life. This successfully guided over 90% of Year 11 into maintained full time education last year.

The behaviour and safety of pupils are good

- Behaviour is generally good in lessons and about school. Students say they like school and their parents agree. Personal skills develop well and polite, friendly behaviour was much in evidence.
- Securing high levels of student well-being is crucial to the school and extensive efforts are made to ensure they are safe, secure and feel valued. A very strong emphasis is placed on knowing where all students are and safety assessments are made to ensure off-site learning is suitable. Staff from the school visit off-site students regularly to encourage and motivate, and programmes are highly personalised to meet individual needs and interests.
- In lessons students generally work well and show pride in their achievements. Their progress is celebrated and they are keen to reap offered rewards for good work and behaviour.
- Staff manage off-task behaviour effectively with a minimum of fuss and lessons are rarely disrupted. Records show incidents of poor behaviour to have significantly decreased overall.
- Students learn to self-regulate their behaviour and work cooperatively with others, developing tolerance, respect and appropriate social skills. This was effectively illustrated as students waited patiently for each other to sound words when reading more difficult work aloud and generously offered each other support with more complex words.
- Students and parents who came into school say that bullying is not an issue; however, students are all aware of different types of bullying, including cyber-bullying. They are supremely confident that any incident will be sorted out by staff and resolved quickly.
- Comprehensive schemes effectively support personal, social, health and emotional development. These contribute well to students' good understanding of personal safety.
- School council members take pride in their elected positions, one student furthering this to become a representative on the Salford Youth Council. Council members feel they make a difference and were responsible for the development of the common room.
- Attendance continues to improve. Along with the introduction of the nurture room system, these factors have successfully contributed to the high percentage of Year 7 students who have been able to return to mainstream school this year.

The leadership and management are good

- Described as 'inspirational' by parents and governors alike the headteacher provides excellent educational direction. A greater delegation of responsibilities to the extended senior leadership team has supported school improvement well and staff morale is good.

- Staff manage a constantly changing population to achieve a calm balance across school very effectively. The new alternative provisions for the most challenging students are increasingly efficient in bringing back to education students with long histories of absence.
- Teaching targets are well linked to the school's improvement planning and focus on ensuring good attendance and raising achievement. Targets are appropriately linked to pay, and progression and professional training opportunities for staff are good.
- Teaching is regularly checked by external assessors and support provided should lessons be graded less than good. Senior managers take learning walks to check behaviour and evaluate particular issues, such as use of literacy skills, but routine lesson observations by school staff are still developing.
- School-improvement planning is thorough and self-evaluation accurate. Additional help for students through individual support or 'master class' sessions is supportive and timely.
- The curriculum flexibly combines a life-skills approach with traditional qualifications. Vocational 'taster' courses motivate students of all ages well.
- Excellent relationships with parents are forged through personalised contact. As one parent noted, 'They don't keep you in the dark here.' Some parents meet weekly at the school, others attend focus groups which are specially organised and funded for particular issues.
- The 'Extended Team around the School' facilitates effective support and partnership between the school, its students, parents and an extensive range of closely associated external organisations.
- Spiritual, moral, social and cultural development is generally good and any discrimination is tackled efficiently and effectively. A link with a school in Germany provides an understanding of cultural differences and students are encouraged to try new experiences and reflect in their thinking. They are physically challenged in gym sessions, residential visits and sporting events.
- Almost all students are eligible for pupil-premium funding. Breakfast club and a broad range of personalised vocational activities are proving successful in raising attendance and motivating students to gain higher levels in basic skills.
- The local authority, in partnership with the school to develop the 'Extended Team' following the last inspection, now provides light touch support. The school has a good working relationship with the local authority.
- **The governance of the school:**
 - Governors are aware and informed of all aspects of the school and take a keen interest in promoting its improvement. They know its strengths and areas for development well. Teaching and learning and students' progress are regularly and effectively checked. Visits and comprehensive reports from the headteacher and subject teachers provide depth to governors' knowledge. Governors share the staff and senior leaders' determination to provide the very best opportunities for students at the school. They ensure the efficient management of financial resources including the allocation of the pupil-premium funding to raise students' achievement. Governors ensure that arrangements for safeguarding students to statutory requirements are met.

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	106011
Local authority	Salford
Inspection number	405016

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	68
Appropriate authority	The governing body
Chair	Jackie Lloyd
Headteacher	Almut Bever-Warren
Date of previous school inspection	15 June 2011
Telephone number	0161 9212000
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