

Churchill Park Complex Needs School

Winston Churchill Drive, Fairstead, King's Lynn, PE30 4RP

Inspection dates 10–11 July 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- In a few English and mathematics lessons pupils make insufficient progress.
- Staff sometimes miss opportunities to promote pupils' independence.
- Teachers do not always make use of what they know about pupils' prior learning to plan work at the correct level.
- Sometimes teaching assistants do not contribute as much as they could to pupils' learning.
- Occasionally teachers spend too long explaining to pupils what they have to do.
- There is some inconsistency in the management of pupils' behaviour.
- A few teachers are reluctant to improve their practice despite the good quality training and support on offer.
- The management of the provision for pupils with profound and multiple learning difficulties is not always sufficiently effective.

The school has the following strengths

- Children in the Early Years Foundation Stage make good progress in expressing their needs and in moving with increased freedom.
- Pupils develop good communication skills because they have a wide range of electronic speech generating devices to help them.
- Pupils' work-related skills are good. They learn how to set up and run a business.
- The sixth form is good. All students gain the qualifications required to go to college.
- Recent decisive actions taken by the head and deputy headteacher have led to some very rapid improvements in the quality of teaching and pupils' achievement.

Information about this inspection

- The inspectors observed 12 lessons taught by 12 different teachers. Of these, 11 lessons were observed jointly with a member of the senior leadership team. Inspectors heard pupils read from different disability and special educational needs groups. They also carried out a scrutiny of pupils' work jointly with members of the senior leadership team.
- Meetings were held with staff, pupils (supported by staff) and governors. The lead inspector also spoke with a representative from the local authority over the telephone.
- The inspectors looked at a wide range of documentation, including assessment and attendance information, records of behavioural incidents (including restraints), behaviour plans, the school's improvement plan, the appraisal policy, all safeguarding documents, the appraisal policy, monitoring of teaching information and governing body minutes. Inspectors examined 61 Ofsted questionnaires completed by staff.
- There were 16 responses to the online questionnaire (Parent View) at the time of the inspection. These views were taken into account by inspectors.

Inspection team

Jeffery Plumb, Lead inspector

Additional Inspector

Rosemary Mackenzie

Additional Inspector

Full report

Information about this school

- The school provides education for pupils with moderate learning difficulties, severe learning difficulties, profound and multiple learning difficulties and autistic spectrum disorders. In addition some pupils have hearing impairment, visual impairment and complex medical needs.
- All pupils have a statement of special educational needs.
- The school has recently created a new class to provide for pupils with very challenging and complex behaviours associated with their autistic spectrum disorders.
- The school provides support for pupils with disability and special educational needs in mainstream schools throughout Norfolk.
- An above-average proportion of pupils are supported through the pupil premium (extra government funding for pupils in local authority care, those from service families and those known to be eligible for free school meals).
- The proportions of pupils from minority ethnic backgrounds, including those from families where English is an additional language, are below average. These pupils are represented across all of the different disability and special educational needs groups in the school.
- Some pupils are taught off-site. Pupils attend the Open Road Centre to gain qualifications in motor vehicle maintenance.
- The school is in the middle of a reorganisation of its senior staff. An assistant headteacher is acting up as deputy headteacher. The substantive deputy headteacher post is going to be advertised in September 2013. The other assistant headteacher is leaving at the end of the summer term and the Chair of the Governing Body plans to resign at the same time.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils make at least good progress in all lessons, particularly in English and mathematics, by:
 - using knowledge of pupils' prior learning consistently to plan activities in small steps at the correct level of challenge to move them on to new learning
 - making sure that teaching assistants always consistently make a valuable contribution to pupils' learning
 - making sure that teachers do not take too long explaining to pupils what they are expected to do so that the pace of learning does not drop.
- Implement the agreed behaviour policy consistently by ensuring that all staff attend to any disruptive behaviour in lessons swiftly so that pupils' learning is not disrupted.
- Improve the leadership and management of the provision for pupils with profound and multiple learning difficulties by:
 - ensuring that the staff team who work with these pupils always provide challenging activities that will help them develop new skills quickly, for example during 'switch time'.
 - training all staff so that they can step in straight away to help pupils achieve success.

Inspection judgements

The achievement of pupils requires improvement

- Achievement is not yet good because in a few classes pupils do not make enough progress in English and mathematics. Although pupils' work and lesson observations during the inspection show some good progress over time in these subjects, this is inconsistent.
- Pupils' progress in reading is variable. Often pupils with physical difficulties assisted by eye-gazing technology make good progress. Similarly pupils with severe learning difficulties supported by symbols and pictures progress well with their reading. But, due to lack of high expectations and challenge, pupils with moderate learning difficulties do not always make the progress in their reading skills that they could.
- There are examples of good pieces of free writing and there are interesting pieces of writing produced using computer assisted symbol programs. However, progress in writing is sometimes not as fast as it ought to be. This is because teachers do not always follow through quickly enough to support pupils in improving their writing.
- In a few mathematics lessons pupils all do the same work whether they need to or not. As a consequence on these occasions, the most-able do not move on quickly enough with new learning and the least-able struggle. In such lessons the rate of pupils' progress is slowed.
- Occasionally, pupils with profound and multiple learning difficulties do not make enough progress because the activities planned for them are not sufficiently challenging, and staff do not assist them quickly enough.
- Due to decisive actions taken by senior leaders the rate of progress has increased very rapidly in mathematics in Year 9 and 11 classes this year.
- Pupils make good progress in their development of communication skills (using signs, pictures, voice activated technology and through speaking words). This equips them to express themselves and make their needs known inside and outside of school with confidence.
- On entry to the Early Years Foundation Stage, children are often unable to communicate and struggle to move freely. Speedily, they make good progress in communication and movement because of the quality support they receive.
- Measured from their various starting points, sixth form students make good progress. Attainment is variable reflecting the complexity of need of each student but all achieve a good qualification at the best possible level. All go on to college when they leave school.
- Key Stage 4 pupils and sixth form students gain valuable work-related skills through their vocational subjects. The most-able Year 11 pupils achieve a BTEC Level 1 in such courses. Pupils who learn off-site make good progress. Pupils develop a particularly good understanding of how to go about setting up and running a business. They make good progress in problem solving, literacy and numeracy skills through these subjects.
- Pupil premium funding is used effectively to close the achievement gap for children looked after by the local authority and those known to be eligible for free school meals. Because of the good quality of support paid for out of this funding, an extra 25% of these pupils met their expected

achievement outcomes in English and mathematics this year.

- Most of the small number of pupils from minority ethnic backgrounds make good progress.

The quality of teaching

requires improvement

- Teaching is not consistently good throughout the school, particularly in English and mathematics. This is because teachers' planning does not consistently take sufficient account of pupils' different abilities and needs. A few teachers do not make enough use of the knowledge they have of pupils' prior learning to set them work at the correct level in order to move them on to new learning quickly.
- Typically, where teaching requires improvement, expectations of pupils' learning are too low and teaching assistants do not contribute sufficiently to pupils' learning. In such lessons teachers sometimes take far too long explaining to pupils what it is they need to learn. This slows their learning.
- Occasionally, opportunities are missed through planned activities to promote pupils' independence. For example, during a snack time teaching assistants poured the drinks and handed them to the pupils rather than encouraging them to do this independently.
- On rare occasions activities are given without thinking through carefully enough what pupils are intended to learn. This occurred during a 'switch session' for pupils with profound and multiple learning difficulties. Opportunities to develop pupils' skills in reaching out further and trying to use a switch using a different hand were missed.
- Resources are not always used sufficiently well. In a sixth form lesson, a student could not make a drink independently because of the lack of a modified kettle. On rare occasions, models of animals are out of proportion (like the elephant being small and the dog being big) and this is confusing for pupils who are very literal learners.
- Teaching is not yet good in all lessons but it is improving and occasionally outstanding because of the supportive feedback and guidance from senior leaders following lesson observations.
- In an inspirational Year 10 food technology lesson, pupils made outstanding progress in work-related skills alongside gaining excellent numeracy skills. The teacher's relevant and probing questions deepened pupils' understanding of the importance of preparing and cooking a high quality product when it is intended to be sold to make a profit.
- Teaching in the Early Years Foundation Stage and in the sixth form is consistently good.

The behaviour and safety of pupils

requires improvement

- Pupils often show positive attitudes to learning as they engage with interesting activities in lessons. However, there is a little inconsistency. When the teaching lacks challenge or is too hard pupils' attention wanders away from the task.
- Pupils' behaviour is not always managed well. On occasions low level disruption in a lesson is allowed to go on for too long. Occasionally an adult 'intervenes too quickly' to restrain a pupil.

- Nevertheless, some staff are very skilful in managing those pupils who have very challenging behaviours. For example, in the new class for pupils with autistic spectrum disorders teaching assistants very successfully re-engage pupils with learning when their concentration wanes. They gently re-direct them so that they engage positively with learning again.
- There are few recorded instances of racism and bullying. When such instances occur they are dealt with swiftly. Most pupils are genuinely sorry and do not go on to repeat what they had done. Pupils say that they feel safe and that they can talk about anything that troubles them with a trusted adult.
- More-able pupils have a good understanding of cyber and prejudiced forms of bullying. They say that bullying is not an issue at school.
- Pupils are adept at keeping safe. They know about the importance of carrying garden tools safely. They know that they must wear a helmet when they go horse riding; and if they ride a bike when it is becoming dark they know they must as they say, 'Wear a jacket that lights up'. Their awareness of 'stranger danger' is exceptional. The most-able know clearly how to keep safe when using a computer.
- Attendance for most pupils is high. Most absence is due to stays in hospital or visits to specialist off-site clinics.

The leadership and management

requires improvement

- Since the previous inspection the headteacher has been relentless in her drive to improve teaching and raise pupils' achievement. Many teachers have responded to the quality feedback they receive from lessons and so have improved their teaching. However, a few teachers have not done so sufficiently and their teaching continues to need improving.
- Targeted training is provided to help teachers improve their teaching. Teaching of vocational subjects has improved significantly as a result. However, a few teachers have been reluctant to take the training on board and so do not sufficiently challenge the pupils in their classes.
- Senior leaders analyse the school's work rigorously and diligently. They make good use of their information to bring about improvement, for example in driving up achievement in mathematics and for pupils with free school meals.
- Leadership and management of therapies, specialist programmes (like anger management), vocational subjects and some key stages (such as the Early Years Foundation Stage and the sixth form) are good. However, the leadership and management of the provision for pupils with profound and multiple learning difficulties are not as strong as elsewhere in the school and have not ensured that all staff are working effectively at all times.
- Work with parents is good. For example, the staff provide picture schedules to improve bedtime routines. These have helped parents to establish better sleeping patterns with their children.
- Management of the support given to mainstream schools to help them in managing pupils with disabilities and special educational needs is good.
- There is a commitment on the part of most staff to ensure that all pupils have equal chances to succeed. But, a few teachers and teaching assistants have not yet fully embraced the vision of a

high level of challenge at all times. All staff tackle any form of discrimination rigorously.

- Pupils' learning is enhanced by residential trips and an exciting range of clubs. This complements a wide range of subjects, enterprise projects, learning outdoors on an allotment, relevant work-experience and opportunities to participate in sport at county level.
- The promotion of pupils' spiritual, moral, social and cultural development is good. Pupils reflect on the beauty of the natural world in the sensory garden and this has a calming effect on them. Celebration of the Chinese New Year, participation in a day of Sikh festivals within school and learning to speak French contribute to pupils' awareness of cultural diversity.
- The local authority has provided proportionate support to the school with developing its assessment systems and in improving teaching.

■ **The governance of the school:**

- The governing body supports senior leaders effectively. The governors receive information about pupils' progress in a clear way that they fully understand and are beginning to ask challenging questions of the staff. They recognise that this is a work in progress and totally understand the importance of holding staff at all levels to account for pupils' progress. Governors target pupil funding appropriately and ensure that the school's budget is monitored tightly. They visit the school regularly and keep abreast of all training opportunities provided by the local authority. Governors are involved in the school's self- evaluation and are allocated clear responsibilities in monitoring the school improvement plan. Governors make sure that a policy links teachers' performance to pay, based on how effectively teachers promote pupils' learning. The headteacher's performance is reviewed in accordance with regulations. All safeguarding 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	135119
Local authority	Norfolk
Inspection number	406587

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

Type of school	Special
School category	Community
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	161
Of which, number on roll in sixth form	18
Appropriate authority	The governing body
Chair	Gloria Pantling
Headteacher	Diane Whitham
Date of previous school inspection	10 March 2011
Telephone number	01553 763679
Fax number	01553 818660
Email address	head@churchillpark.norfolk.sch.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 2013

