

Serco Inspections
Colmore Plaza
20 Colmore Circus Queensway
Birmingham
B4 6AT

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T: 0121 679 9146
Direct email: clare.benson@serco.com



21 October 2013

Diane Whitham
Churchill Park Complex Needs School
Winston Churchill Drive
Fairstead
King's Lynn
PE30 4RP

Dear Mrs Whitham

Requires improvement: monitoring inspection visit to Churchill Park Complex Needs School

Following my visit to your school on 18 October 2013 with Chris Moodie HMI, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of our visit. Thank you for the help you gave us and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in July 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- Improve the school improvement action plan by:
 - focusing more precisely on outcomes for pupils
 - identifying the proportion of pupil making more than expected progress
 - and making milestones more specific and timelines more urgent.

- Make evaluation of teaching an integral part of the working day so that:
 - good practice is identified quickly and shared
 - the work of teaching assistants is consistently effective
 - and practice that falls short of expectation is eradicated promptly.

Evidence

During the visit, we held meetings with you and senior leaders. We met four governors and the local authority senior adviser for special educational needs and disability (SEN-D). We evaluated the school improvement action plan and other documentation. You took us on a tour of the school and we spoke to many staff and pupils. We saw the work of the school from early years to the sixth form.

Context

Since the inspection several members of staff have been appointed to the senior leadership team and the acting deputy headteacher has become permanent. There is a new chair of governors. The number of pupils on roll is rising. Pupils joining the school have increasingly severe and complex needs.

Main findings

The recently restructured senior leadership team has a clear idea of what needs to be done to make the school a good or better school. Early successes include the introduction of an individual assessment scheme to ensure that pupils know exactly what the next steps of their learning are, clear guidance given to staff on what is expected and a robust evaluation of teaching and learning. These strategies are clearly mapped out in the school improvement action plan but some actions are not sufficiently focused on outcomes for pupils. Targets are required to identify the proportion of pupils making more than expected progress. Some milestones and timelines are not urgent enough.

Senior leaders are ensuring that teachers think creatively about how children learn. The school is finding new ways to develop pupils' independence, for example through a visiting circus and the forest school in local woodlands. Leaders recognise that some teaching is not good enough and that, in some classes, there are insufficient opportunities for pupils to learn independently. The monitoring of teaching is not used routinely as part of the normal working day. This limits opportunities to share good practice, to check the effectiveness of activities on pupils' daily experiences and address ineffective practice swiftly.

The new chair of governors has quickly captured the essence of the school. Governors bring a wide range of professional experience and expertise to the work of the school. They fully support the headteacher and her senior team in their endeavour to make teaching consistently good or better.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

Support from the local authority is clearly mapped over the year. The school values the challenge they receive from the senior adviser for SEN-D. The school has access to several local and regional networks to share good practice.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Norfolk.

Yours sincerely

Marianick Ellender-Gelé
Her Majesty's Inspector