

Churchill Park School

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

Inspection dates 17–18 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2
Sixth form provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The new headteacher is providing strong direction for the school and enjoys the confidence of staff, governors and parents. Since his appointment there has been a rigorous drive to improve all aspects of the school so that all pupils receive the best possible education.
- Teaching across the school is now good due to the rigorous monitoring by the senior leadership team and governing body, together with focused training and support for staff.
- Good teaching and well-planned learning in the early years enable children to settle quickly to their routines, stay safe and make good progress.
- The governing body has a good understanding of the strengths and weaknesses of the school and is closely involved in monitoring all aspects of its work.
- The vast majority of pupils make good progress from their individual starting points. Some pupils make outstanding progress. This is in all subjects including reading, writing, communication and mathematics.
- Pupils' behaviour is typically good and there are many examples of outstanding behaviour. Teachers and their assistants team up well to support and encourage learning. They set high expectations which improve learning, progress and behaviour.
- The school's work to keep pupils safe and secure is outstanding. Record keeping is exemplary and cooperation between professionals and different agencies is outstanding. Consequently, any concerns are dealt with promptly and efficiently.

It is not yet an outstanding school because

- The sixth form is good. Although learning experiences for students in the sixth form have improved since the last inspection, they are not yet outstanding. The school does not link learning in the sixth form closely enough to real life and the world of work.
- The marking of completed work is not consistent across the school. Pupils are not always given clear guidance on what they need to do to improve their learning. Teachers do not always make sure that pupils make improvements to their work following their feedback and marking.

Information about this inspection

- Together with members of the senior leadership team, inspectors observed learning and achievement in 23 lessons. Pupils were also observed playing outside and during lunchtime,
- Meetings were held with the headteacher, senior and middle leaders, five members of the governing body, a representative from the local authority, a group of parents and the school council.
- The inspectors looked at pupils' work and heard a small number read. They also looked at a range of documentation including the school's self evaluation summary and school improvement plan, information about pupils' performance and progress, procedures for safeguarding and monitoring attendance, records of behaviour, governing body minutes and the monitoring of teachers performance and records.
- Inspectors also considered the 27 parent responses to Ofsted's online questionnaire, Parent View, as well as the school's own survey, an email sent to the lead inspector and comments made during a meeting with 10 parents. They also took into account 109 completed staff questionnaires.

Inspection team

Lynda Walker, Lead inspector

Additional Inspector

Linda Bartlett

Additional Inspector

Janet Tomkins

Additional Inspector

Full report

Information about this school

- Churchill Park School caters 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. It is the only special school in West Norfolk
- In March 2014 a new headteacher was appointed and was employed for two days a week before taking up the full-time position in September 2014. He is the fourth appointment since the school opened in 2009 following the amalgamation of two existing, but very separate, local special schools.
- The headteacher was involved in the appointment of a number of new teaching staff who started at the school in September 2014. This included the appointment of two assistant headteachers to strengthen the new senior leadership team.
- All pupils have a statement of special educational needs or are in the process of having an education health and care plan drawn up.
- The early years provision is full time. Children in Reception class share their education with older pupils in Years 1 and 2.
- An above-average proportion of disadvantaged pupils are supported through the pupil premium, which is additional government funding for pupils known to be eligible for free school meals and looked-after children.
- The proportion 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 students attend the Open Road Centre to gain qualifications in motor vehicle maintenance.
- The school is part of Trust Norfolk SEN, which is a cooperative involving all special schools in the county. The Trust operates school-to-school support which facilitates consultancy advice and support for staff working with children and young people with special educational needs in mainstream schools.
- Churchill School is also a partner in the Encompass Teaching School Alliance and works in close collaboration with other mainstream and special schools.

What does the school need to do to improve further?

- Raise the achievement of students in the sixth form by extending opportunities for them to learn through activities linked to real life, the world of work and the local community.
- Improve the progress of pupils by:
 - giving clear verbal and written feedback to pupils so they understand how well they are doing and how to make their work even better
 - building on the good practice used in Key Stage 4 and give all pupils the opportunity to make amendments to their work following feedback from teachers and other adults.

Inspection judgements

The leadership and management are good

- In a short space of time, the headteacher has created a culture where teaching is now good and pupils behave well. There is a shared sense of purpose and commitment to ensuring that every member of the school community is challenged to do their best and given an equal opportunity to succeed. There is no discrimination and, as a number of staff commented, Churchill Park provides not just for the children, but for adults alike, the opportunity to achieve their capabilities.
- Key to the improvements that have been brought about since the last inspection has been the headteacher's determination to 'keep things simple but systematic'. Rigorous and robust systems for tracking pupils' progress and monitoring the quality of teaching and learning have been introduced. All staff are now very clear about expectations and the role they have to play in ensuring that all pupils do the very best they can.
- Senior leaders are responsible for a series of well-planned and sharply focused actions based on the agreed core values of the school- Capacity, Community, Inclusion, Independence and Excellence - which have driven good improvement in teaching, behaviour and pupils' achievement. This has raised expectations and morale to a high level throughout the school.
- Middle leaders, known as the extended leadership team, make a good contribution to the school's effectiveness. They fulfil their roles efficiently and are highly committed to meeting pupils' individual needs. Key-stage and subject leaders take an active part in identifying what is working well and what could be improved.
- The introduction of more-detailed tracking of pupil progress has enabled teachers to identify clearly which pupils are achieving well and those who should do better. Senior leaders hold termly meetings with individual teachers to discuss these pupils and ensure that those at risk of not meeting their challenging targets are given appropriate support in order to improve. This is leading to improved achievement for all groups of pupils, particularly in the key areas of English, mathematics and science.
- Additional funds that the school receives are used well. Pupil premium funding is effectively supporting a wide number of initiatives, including providing individual programmes for literacy and numeracy, purchasing specific communication aids and for improving support for pupils' emotional and social needs.
- The primary physical education and sport premium is enabling pupils to go sailing, have yoga and trampoline sessions. This has contributed significantly to pupils' physical health and well-being and their enjoyment of sporting activities.
- The leadership of teaching is strong and senior leaders have been successful in bringing about systematic improvement in the quality of teaching. The management of teachers' performance is very closely linked to the national 'Teachers' Standards' and pupils' progress. Senior leaders have been rigorous in tackling teaching that required improvement. Systems for checking teachers work are thorough and effective.
- The leadership of the early years provision is effective. The curriculum is organised successfully to meet the needs not only of the Reception-aged children but also those in Years 1 and 2. This provides extremely well for children's communication and early literacy needs as well as their numeracy and personal development.
- Students in the sixth form follow a range of subjects that build on their previous learning well. This includes relevant careers education to enable them to make informed choices about their future. Staff always accompany students who attend the alternative provision at the Open Road Centre and keep detailed records relating to their attendance, behaviour and progress. This course enables students to gain a motor vehicle qualification and helps to promote their independence and confidence.

- Improving provision for pupils with profound and multiple learning difficulties was identified as an area for improvement at the previous inspection and now, based on the core value of inclusion, all pupils, irrespective of ability, are educated alongside each other in age-appropriate classes. The staff have considered the new National Curriculum and have adapted it so it meets the specific needs of the pupils. They have increased the level of resources needed within specific class groups to support communication. These include the developed use of switches and technology devices that enable the pupils with more significant difficulties to make choices so that all are included and able to make good progress.
- School leaders are justifiably proud of their broad and relevant curriculum that places a great emphasis on outdoor learning and offers pupils an exciting range of activities that prepare them well for the next stage of their education. The 'Forest School' is particularly successful in developing confidence, self esteem and resilience.
- The strong emphasis on developing pupils' spiritual, moral, social and cultural development is reflected in the wide range of visits and well-planned assemblies. Pupils experience great enjoyment and have many opportunities for reflection and the celebration of success. British values are an integral part of the school's ethos and culture and pupils are prepared well for life in modern Britain. This is evident from the early years where the emphasis is on forming relationships and developing communication and social skills. By the time pupils reach the sixth form the focus is on recognising diversity, co-operation, respect and tolerance for each other.
- The school actively celebrates the worth and individuality of every member of the school community and takes care to ensure that each has the resources and the experiences they need to do their best.
- The local authority has supported the school very well during the many changes of headteacher. It is now very confident that the headteacher has an accurate view of the strengths of the school and the areas that need to be developed further. It continues to provide good challenge to the school and is supporting the governors in the performance management of the headteacher.
- Pupils' safety and welfare have paramount priority and leaders make sure that all statutory requirements are met. High quality risk assessments help to keep pupils safe and pupils know what to do if they have any concerns at all about their well-being.
- The school works well in partnership with parents, who are kept very well informed about its work and their child's progress. This happens through the school web site, home-school diaries, emails, coffee mornings and workshops relating to specific subjects, for example e-safety. Parents who expressed their views about the school were, with one exception, extremely positive about the experience of their children since joining the school, both in terms of learning and safeguarding.
- **The governance of the school:**
 - Since the last inspection, governors have reviewed their working practices and now through their committee structure make a good contribution to determining the strategic direction of the school. They visit the school frequently and are well known to the staff, pupils and parents. They have been appropriately involved in the school's evaluation of its own performance and in putting in place action plans to tackle priorities identified.
 - Governors are very well informed about the progress pupils are making and are clear as to the quality of teaching and how well the school uses additional funding to improve the achievement of targeted groups. They do not just accept the information they are given but challenge leaders to provide evidence to justify any decisions that are taken.
 - Governors oversee the performance management of the headteacher well and ensure that any increases in teachers' salaries are linked to the quality of teaching. They are very well informed about the quality of teaching and strongly support senior leaders in ensuring that all teachers' performance meet the 'Teachers' Standards'. This includes tackling any underperformance.
 - Governors have good oversight on how the five core values, including the promotion of British values, are being implemented through their links with senior leaders and regular visits to the school. They also ensure that the school is meeting all legal requirements for safeguarding pupils' interests and well-being through regular checks on vetting procedures and making sure that policies and training in safeguarding are up to date.

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

- The behaviour of pupils is good. Pupils are happy and confident and their good attitudes to learning make a clear contribution to the progress they make.
- All staff are skilled in managing pupils' behaviour and there are good procedures for dealing with those pupils whose difficulties can give rise to challenging behaviour. There are high expectations of pupils' behaviour and teachers are particularly skilled in managing pupils with autistic spectrum disorders so that any incidents that do occur do not disrupt the learning of others.
- The school has had a significant focus on improving behaviour since the last inspection, introducing an electronic and paper-based system for reporting and monitoring behaviour incidents. As a result, leaders are able to demonstrate clearly that there has been a marked improvement in behaviour over time and across the school.
- The friendly and welcoming atmosphere in the school, and the respect staff and pupils have for each other, is evident. Pupils understand the importance of good attitudes and behaviour in school and told inspectors that bullying rarely happened and adults dealt with any incidents immediately.
- Children in the early years provision are very quickly helped to understand the expectations for their behaviour through the establishment of daily routines and the use of praise and encouragement.
- Students in the sixth form behave exceptionally well when attending the Open Road course and when they go on visits to the local community. This is because they appreciate taking part in activities which are related to their specific interests and where they are given opportunities to develop and improve their independence skills.

Safety

- The school's work to keep pupils safe and secure is outstanding. Everyone involved in the school feels that Churchill Park is a safe environment in which to learn. Staff provide the highest quality care and support for pupils and ensure their safety in all settings, including the Open Road course, day and residential trips and at the 'Forest School'.
- Pupils were happy to tell inspectors how they are taught to use saws and knives safely at the 'Forest School', how travel training helps them to be more independent and how the staff really care about them and help them to be safe.
- Excellent routines are established in the early years and reinforced across the school to ensure that pupils' health and welfare needs are well cared for. At lunch time pupils routinely wash their hands before they eat. Staff teach pupils how to look after themselves and how to stay healthy and safe. Where appropriate, teachers ensure the pupils and sixth-form students are fully aware of e-safety and different forms of bullying.
- Staff understand safeguarding practice well. Any concerns are immediately referred to the appropriate agencies and the school carefully follows correct procedures. Staff are kept up to date with child protection training.
- Attendance has improved because pupils enjoy coming to school. Absences are mainly due to pupils' medical conditions.

The quality of teaching is good

- The quality of teaching in all key stages, early years and in the sixth form has improved since the last inspection because of the rigorous monitoring systems that have been put in place.

- Pupils learn effectively because teaching over time is good. As a result, all pupils, including those with autism, severe and profound learning difficulties, the disadvantaged, and the most able, are making sustained progress leading to at least good achievement.
- A very strong emphasis on communication, literacy and numeracy across all subjects is evident in planning and in practice. Good use of signing, communication systems and practical resources were seen in early years and in all lessons across the school, including the sixth form. Teachers and teaching assistants use sign language to enable those with poorly developed communication skills to communicate effectively. In all classrooms visual timetables are displayed and pupils with autism, severe and profound learning difficulties, benefit greatly from the use of pictures and symbols.
- Good support in literacy helps pupils to improve their skills so that they can complete tasks and make progress. The teaching of reading is effective because of the regular teaching of sounds and letters (phonics) and reading practice. As a result, the most-able pupils achieve well and can read simple stories with expression and show their understanding by answering questions relating to the text.
- The teaching of mathematics typically engages pupils. This is because tasks are practical and capture their interest. The most-able pupils are able to solve word problems and are able to work out whether they need to add, subtract, divide or multiply to find the answer. The use of specialist resources has enabled all the pupils to improve their basic counting and addition skills.
- Teachers and teaching assistants are enthusiastic and have very positive relationships with pupils. They know the pupils well and have high expectations of them. They have a thorough knowledge of each pupil's learning needs and are able to build on their strengths and interests to motivate and engage them in tasks. The way in which teachers and assistants work together as a team to support pupils' learning is a strength of the school.
- Teachers make use of pupils' individual targets when planning lessons and they nearly always provide the right level of challenge. Teachers provide written and verbal feedback, but this is not consistent across the school so not all pupils know how well they have done or how to make their work even better.
- Independence is one of the school's core values and is promoted well. Routines are established in the early years and reinforced throughout the school so that transitions in and between lessons are well planned. Pupils are encouraged to take responsibility for classroom tasks and the most-able pupils are very proud of their ability to work independently.

The achievement of pupils is good

- Due to the complexity of pupils' learning difficulties their attainment remains low. Children entering the early years, and those who join at other times, usually come to school with skills and knowledge below those found typically for their age. However there has been a significant improvement in the rate of pupils' progress since the previous inspection as a result of better management of pupils' behaviour and better teaching.
- The rigorous systems that have been put in place to track achievement help teachers to know how well the pupils are progressing. Any pupil at risk of falling behind is very quickly identified and additional support arranged to help the pupils succeed. Pupils with additional needs, such as an autistic spectrum disorder, make good progress because of the well considered individual curriculum that supports every pupil.
- All pupils are assessed in depth when they first join the school and progress is measured from individual starting points. The school uses a variety of methods to assess pupils' current levels of progress and are secure in their judgements as pupils' work is moderated with other schools in the Trust Norfolk SEN co-operative and other regional special schools.
- The removal of National Curriculum levels has had very little impact on the school as the majority of pupils are working at P Levels (performance scales for those working below Level 1 of the National Curriculum).

However, the school is leading the work within the Trust to develop a consistent more rigorous form of recording progress.

- Children in the early years and pupils in Key Stages 1, 2 and 3 have a 'learning journal' with annotated photographs that show the progress they have made over time in a wide range of curriculum areas. These journals are very well presented. They are particularly valued by parents as they provide a visual record of their child's achievements and enjoyment. The older pupils and those in the sixth form have progress files which also reflect their achievements over time.
- Disadvantaged pupils make similar good progress to others in the school. This demonstrates the effective use of pupil premium funding which the school uses to provide extra support to boost pupils' achievements, including through one-to-one support, small-group sessions and the use of technological devices.
- The most-able pupils in Key Stage 4 achieve GCSE passes in mathematics and entry-level passes in a range of other subjects. The school has plans to extend the range of accredited courses on offer.
- Students in the sixth form gain qualifications in functional literacy and numeracy. They make great gains in developing independence and benefit greatly from the travel-training programme. The school is extending enterprise opportunities available to sixth form students so that they can gain appropriate and relevant qualifications that will prepare them well for the next stage in their education.
- Perhaps more importantly, the gains pupils make in their personal and social development is outstanding. Parents gave the inspectors numerous examples of how their children had made great strides in becoming more independent; how they enjoyed school because they now had friends; and how they were given the opportunity to go skiing, sailing and on numerous trips and activities. Many expressed how delighted they were to see their child perform on stage alongside mainstream pupils during a Shakespeare festival at the King's Lynn theatre. One parent commented that 'The staff are angels- nothing is too much for them and every small achievement is recognised and celebrated so that my child feels good about himself!'

The early years provision

is good

- Although relatively new to the post, the early years leader has ensured that both the indoor and outdoor learning environment are arranged in such a way that they excite and motivate the children to want to learn and take part in activities that are designed around their own strengths and interest.
- The achievement of children in the early years is good. They rapidly settle into routines and make excellent progress in communication skills through the consistent use of signing, symbols and communication aids. This prepares all children for their transition into Year 1.
- The quality of teaching is good and all adults plan activities that are set at the right level. For example, children enjoyed playing in the sand pit, filling and emptying their buckets, while others followed simple visual instructions to make ice cream by adding sugar to cream, counting out ice cubes and mixing and shaking all ingredients together.
- Children quickly learn the daily routines, and expectations for behaviour and learning are high. Good use of praise and encouragement develops children's self esteem and confidence. Their good behaviour and enjoyment of learning make a good contribution to the development of their physical and emotional health and well-being, including their spiritual, moral, cultural and social development. Pupils begin to make choices, learn to take turns and are encouraged to be as independent as possible.
- Children are taught phonics daily, providing opportunities for the most able to learn how to match letters and sounds through playing games.
- Children form excellent relationships with the staff, who model language and expected responses extremely well. For example, pupils are encouraged to say and sign please and thank you when making

requests or choices.

- Staff implement safeguarding and child protection policies well so that children are safe and secure at all times. They supervise children all the time and keep notes on how well they are doing to share with parents. They use signing, visual and musical prompts so that children start learning routines early. Consequently behaviour and safety are good
- Leadership and management of the early years are good. Leaders have an accurate understanding of the progress children are making and staff work extremely well with parents, keeping them well informed about their children's progress.

The sixth form provision is good

- Students' work and their progress files show that teaching is consistently good over time. Teachers plan well to meet the differing needs of the students and build good relationships based on mutual respect.
- All students in the sixth form met their expected targets and achieved accredited courses last year. While good, progress overall is not outstanding because choices are more limited for a small number of the relatively more-able students.
- Leadership of the sixth form is good. Senior leaders have ensured good quality teaching, careful tracking of students' progress and planning which ensures individual's needs are met. Leaders are aware however that the most-able students are not always challenged when they join the sixth form and have plans in place to ensure that the courses on offer are appropriate and relevant.
- Students in the sixth form are well prepared for the next stage in their education or training because of the excellent help and support they receive from the school and the careers service. The transfer to education, health and care plans is increasingly giving students a voice so that their hopes and aspirations can be taken into account when they leave school.
- A particular strength in teaching is the way in which teachers integrate skills that develop students' literacy and numeracy skills into practical enterprise activities. The school has plans to develop these further by opening a shop in King's Lynn which will provide real-life work experience for the students.
- The behaviour and attitudes of the students are outstanding. They are exceptionally motivated, happy and confident. They gain great enjoyment from the activities provided and apply themselves extremely well. They say that they enjoy their travel training as it enables them to become more independent.
- Through tracking the performance of current students in Key Stage 4, the leader of the sixth form, together with senior leaders, has planned new more relevant accreditation so that the most-able students are challenged and all students can achieve qualifications in courses that are relevant and based on real-life experiences and the world of work.

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	442068

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	2–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	176
Of which, number on roll in sixth form	28
Appropriate authority	The local authority
Chair	Judith Harrison
Headteacher	Paul Donkersloot
Date of previous school inspection	10 July 2013
Telephone number	01553 763679
Email address	office@churchillpark.norfolk.sch.uk

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