

Inspection of a school judged good for overall effectiveness before September 2024: Green Park School

Green Park Avenue, Stowlawn, Bilston, West Midlands WV14 6EH

Inspection dates:

29 and 30 April 2025

Outcome

Green Park School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Green Park School is an ambitious and caring school. Staff have high expectations and a deep understanding of all pupils. Through creative approaches to teaching, pupils engage in their learning. For example, the use of songs, pictures and textured materials capture pupils' attention. This helps pupils to achieve well.

The school provides a safe and calm environment. Pupils enjoy learning outdoors, the library and soft play. The outdoor spaces encourage positive interactions through play and exploration. Pupils feel safe, motivated and happy to learn.

The school's work on improving pupils' communication is a strength. Staff are well trained in using a range of communication methods. This includes eye-gaze technology, communication boards and Makaton. This enables pupils to contribute positively to and play an active part in the school community. This strong focus on communication helps pupils learn well and become more independent.

The school prepares pupils for adulthood effectively. Pupils take part in a range of opportunities beyond the classroom. Pupils enjoy these activities. This includes residential visits, horse riding and swimming. This helps pupils develop new skills and confidence as they venture into the wider world.

What does the school do well and what does it need to do better?

The curriculum is exciting, broad and ambitious. The breadth of subjects and topics supports pupils' engagement and attention. The school has identified the knowledge and skills required by each pupil. The curriculum is progressive and personalised.

There is a committed and dedicated team behind every pupil. This includes external services such as the nursing team. Support staff take time to read and understand the guidance that is shared to support pupils. Adaptations in the classroom provide pupils with opportunities to access the full curriculum. Pupils are well looked after and included in the life of the school.

The curriculum is delivered consistently well. Where relevant, technology is used effectively to help pupils learn. For example, switches, a sound beam and interactive whiteboards help pupils purposely apply their skills. In some instances, and in some areas, the knowledge and skills being taught are not made clear. Therefore, some pupils in some areas do not achieve as well as they could.

The school prioritises reading. Pupils experience interesting and exciting texts through sensory stories. Where appropriate, pupils learn phonics. This is taught well by trained staff. Staff accurately assess pupils' reading so that pupils access texts with improved engagement, accuracy and fluency.

In the early years, children make a strong start. They are given the knowledge and skills to learn about themselves and the world around them. For example, pupils are taught body awareness and recognition. Pupils across the school learn how to ask for help and identify their emotions. This helps to keep pupils safe.

The school's careers programme is ambitious. In sixth form, students benefit from increased opportunities to improve their independence. For example, students support meal preparation with the catering team. In school, there is a 'deals on wheels' shop that is led by students. Pupils take part in work experience. This includes catering and travel training. These activities help pupils to prepare pupils for adulthood effectively.

Pupils behave well. There are a range of strategies to promote and reward positive behaviour. This includes choice boxes and golden tokens. Routines and transitions are well established. For example, musical cues are used effectively to signal the start and end of the day. As a result of this, pupils move around the school calmly and safely.

All staff in the school are committed to promoting good attendance. Pupils enjoy being in school and attend regularly. Staff work in partnership with families and external agencies so that any attendance concerns are managed quickly and effectively.

Leaders are ambitious for all pupils and have created a positive culture for learning. This is supported effectively by governors who have an accurate overview of the school. They know what is working well and where to focus for improvement. Staff feel supported in their workload and well-being. There is a committed and passionate staff team that makes Green Park School an exciting place where pupils will continue to flourish.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some instances, the school does not clearly identify the specific knowledge and skills that some pupils are working on. Therefore, some pupils do not achieve as well as they could. The school should clearly identify the specific knowledge and skills in their bespoke curriculum so teaching and learning opportunities can be maximised.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the third ungraded inspection since we judged the school to be good for overall effectiveness in October 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs

and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	104415
Local authority	Wolverhampton
Inspection number	10378219
Type of school	Special
School category	Maintained
Age range of pupils	3 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	144
Of which, number on roll in the sixth form	24
Appropriate authority	The governing body
Chair of governing body	Linda Guest
Headteacher	Lorraine Dawney
Website	www.greenparkschool.co.uk
Dates of previous inspection	27 and 28 February 2020, under section 8 of the Education Act 2005

Information about this school

- Green Park School is a specialist provider for pupils with complex physical and medical needs. This also includes profound and multiple learning difficulties and severe learning difficulties. All pupils have an education, health and care plan.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school is on a shared campus with a mainstream primary school.
- The school does not use alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education

provision

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken this into account in their evaluation of the school.
- The inspectors met with the headteacher and other senior leaders, governors, subject leaders, teachers and pupils. They also talked with parents. Inspectors also spoke to staff, including transport assistants and drivers.
- The lead inspector met with a representative from the local authority .
- Inspectors held discussions about the curriculum, visited a sample of lessons, spoke to some pupils about their learning, looked at samples of pupils' work and spoke with teachers.
- Inspectors looked at a sample of individual education plans for pupils with special educational needs and/or disabilities (SEND). Inspectors spoke to groups of pupils, formally and informally, about their learning and experiences at school.
- Inspectors observed informal times to evaluate safeguarding and pupils' behaviour.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to Ofsted Parent View. This included free-text comments. Inspectors also looked at responses to Ofsted's online survey for staff.
- Inspectors looked at a range of documentation provided by the school. This included the school's self-evaluation, policies, curriculum documents and SEND records.

Inspection team

David Lisowski, lead inspector

Ofsted Inspector

Wayne Simner

Ofsted Inspector

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