

# Greenvale School

## Inspection report

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<b>Unique Reference Number</b>	100765
<b>Local Authority</b>	Lewisham
<b>Inspection number</b>	276380
<b>Inspection dates</b>	16–17 January 2006
<b>Reporting inspector</b>	Margaret Goodchild

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

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<b>Type of school</b>	Special
<b>School category</b>	Community
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr George Kwasniewski Mrs Alison Youd (Acting Executive Headteacher)
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	69 Perry Rise London SE23 2QU
<b>Telephone number</b>	020 8699 6515
<b>Fax number</b>	020 8291 3361

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<b>Age group</b>	11–19
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a secondary school for pupils, aged 11 to 19, with severe learning difficulties and profound and multiple learning difficulties. Some pupils also have physical disabilities, complex medical needs, sensory impairment and emotional and behavioural difficulties. An increasing number of pupils have autistic spectrum disorders. Many pupils are of minority ethnic heritage and come from homes where English is not the first language. Some are new to the country with little known about their needs or prior learning. In September 2005, the school formed a trial federation with the feeder primary school for pupils with severe learning difficulties, with the primary school headteacher as executive head of both schools. She is supported by two part-time associate headteachers. A new building should be ready in 2007: the present accommodation is a major barrier to school development. The school has Investors in People status.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

Grade:

### What the school should do to improve further

\* Improve provision for pupils with autistic spectrum disorders and for those with profound and multiple learning difficulties by providing specialist training for staff who work with these pupils and appointing a co-ordinator for each of these groups. \* Take all possible steps to ensure that accommodation is appropriate to the needs of the pupils.

## Achievement and standards

Grade:

### Personal development and well-being

Grade:

### Quality of provision

#### Teaching and learning

Grade:

The quality of teaching and learning is good. Teachers and support staff work well as a team and work is matched well to the needs of different groups of pupils, particularly those with severe learning difficulties. Pupils' behavioural difficulties are managed effectively overall and exceptionally well in some classes. Where teaching is outstanding, tasks are highly relevant to pupils' needs, staff provide pupils with a high level of challenge but also support them very skilfully, and resources are used imaginatively to bring learning to life. Some teachers match learning experiences closely to the needs of pupils with autistic spectrum disorders and profound and multiple learning difficulties. However, where teaching is satisfactory or where otherwise good lessons contain some shortcomings, staff lack expertise in meeting the needs of these pupils. The school has rightly identified the need to appoint a co-ordinator for pupils with autistic spectrum disorders and for those with profound and multiple learning difficulties. The school has good procedures for checking pupils' progress and at the end of lessons teachers make clear to pupils how well they have done. The school makes sure that parents are well informed about how they might help their children at home.

#### Curriculum and other activities

Grade:

The learning opportunities provided promote pupils' academic and personal development well. The curriculum is planned exceptionally well to ensure that different groups of pupils receive varied and relevant learning experiences that are enjoyable and motivating. Extensive enrichment opportunities - in the form of educational visits and welcoming visitors to the school - stimulate pupils' learning. Providing advanced learning sessions for the most able pupils in English and mathematics is very effective in promoting their achievement. Learning opportunities for students at post-16 are restricted to some extent by the limitations imposed by the accommodation. The accommodation also restricts the development of more specialist provision for pupils with autistic spectrum disorders and profound and multiple learning difficulties. The school has adapted the existing accommodation as well as it possibly can to meet these pupils' needs, and attractive displays of pupils' work help to create a positive learning environment.

Links with the local college and with mainstream schools go some way to making up for the inadequate accommodation and broaden pupils' learning opportunities considerably. The school pays careful attention to informing pupils about how to stay safe and healthy. It provides many opportunities for pupils to find out about the world of work.

### **Care, guidance and support**

#### **Grade:**

The staff are passionate in their desire to care for and support the pupils as well as they can, and the school provides an outstanding level of care. It works closely with a number of agencies and therapists in providing high quality support. The targets that are set for individual pupils are precise and based on a thorough knowledge of their needs. The needs of new pupils who come from overseas and who may have had little or no previous education are carefully assessed and appropriate support systems are put into place. The school is rigorous in its efforts to protect pupils and does all that it can to make sure they are safe. Partnership with parents and carers is good: they are kept well informed about how their children are doing.

### **Leadership and management**

#### **Grade:**

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### **Text from letter to pupils explaining the findings of the inspection**

I enjoyed my visit to your school and would like to thank you for welcoming me. This letter is to tell you about some of the important things that I saw in your school.

You are lucky to go to a good school where people get on so well together. The teachers and teaching assistants help you to do as well as you can and they care for you extremely well. Those of you who have advanced English and mathematics lessons are making really good progress. Those with autistic spectrum disorders and profound and multiple learning difficulties do not do quite so well, mainly because the school buildings are not as good as they should be. It will be lovely when you move to a brand new building next year. The staff run the school well and the executive headteacher and associate heads do all that they possibly can to make the school better for you.

Keep working hard and enjoy the rest of your time at Greenvale School.