



# Sherwood Park School

## Inspection Report

**Unique Reference Number** 103025  
**LEA** Sutton LEA  
**Inspection number** 276807  
**Inspection dates** 3 May 2006 to 4 May 2006  
**Reporting inspector** Mike Smith AI

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

<b>Type of school</b>	Special	<b>School address</b>	Streeters Lane
<b>School category</b>	Community		Wallington
<b>Age range of pupils</b>	2 to 19		SM6 7NP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8773 9930
<b>Number on roll</b>	80	<b>Fax number</b>	020 8773 7340
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs M Peart
<b>Date of previous inspection</b>	22 November 1999	<b>Headteacher</b>	Mrs M C D Fionda

Age group	Inspection dates	Inspection number
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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

Sherwood Park Special School is located in the London Borough of Sutton. Pupils come from a broad socio-economic background. There are almost twice as many boys as girls. All pupils have statements of educational needs as a result of their severe, complex and profound learning difficulties, autism and/or acute medical conditions. A small number of pupils are eligible for free school meals and few are from minority ethnic backgrounds or at an early stage of English language acquisition. There are curriculum links with local specialist schools in science and creative arts and the further education department has links with local businesses. There are also links with post-school providers.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

Sherwood Park is an inclusive school that works extremely effectively in partnership with others to meet its stated aims, including, promoting a happy, safe, purposeful and stimulating environment for all its pupils. The school judged its own effectiveness as satisfactory. The inspection judges the school to be good. One parent wrote to say that, 'We cannot speak highly enough of the school, the teachers, the help and guidance we get as parents'.

The headteacher and her leadership team have a clear vision for school improvement which is centred on pupil development, progress and achievement. Staff work effectively in teams and the care, guidance and support they offer is outstanding. Behaviour is excellent and pupils enjoy learning. Teaching is good overall with examples of excellence across all age groups, including the Foundation Stage where provision is good and pupils make good progress. Therapists work very effectively with all staff to ensure pupils' needs are fully met. The curriculum meets the needs and interests of all the pupils and is well supported by additional activities. The school is aware of the need to further develop and refine its assessment strategies and to consider more carefully the specific learning styles of different groups of pupils. There have been good improvements since the last inspection and the newly formed leadership team has established effective monitoring and evaluating processes, including the checking on planning and the quality of teaching. The school has a very good capacity to improve further and provides good value for money.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 2**

There is no sixth form and pupils in the 14 to 19 age group continue to work to individual programmes and have good access to appropriate life skill activities, work related opportunities and accredited courses. They are well prepared for life after school and their achievement and progress are good.

## **What the school should do to improve further**

- Improve monitoring and assessment of pupils' progress and achievement to pinpoint the next steps in learning for all groups of pupils.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress in relation to their individual targets as a result of good teaching and support. One parent reported that, 'The commitment of the staff here is visible through the achievements of our children. My daughter has achieved so much through their dedication'.

Pupils in the Foundation Stage make good progress in their communication skills, self awareness and thoroughly enjoy their learning. A parent of a pupil in the Foundation Stage commented that, 'My child is making good progress in many areas of his development, due to the dedication and hard work of the staff.' In relation to their very low attainment on starting school the pupils make good progress and achieve well because of the good support they receive. Older students also gain good success in nationally accredited awards, at levels appropriate to their needs and ability. Pupils' understanding is effectively supported through the use of signing and visual aids and they make good gains in their self-awareness and sensory perception. Pupils make good progress towards challenging targets and their progress is further enhanced by enriching activities and support from external expertise. For example, the progress of a group of Year 8 pupils in science has been enhanced by the support of a specialist teacher from a local high school.

As a result of effective planning and support, students in the 14 to 19 group learn skills that will support them very well in the next stage of their development and for life after school. Work related learning is outstanding and a number of pupils successfully take part in work experience placements.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding as a result of the positive dedication of all staff who consistently put the needs of the pupils first and genuinely take pleasure in their achievement. Pupils' spiritual, moral, social and cultural development is excellent. Religious festivals of many cultures are celebrated and pupils recognise the diversity within their community and beyond.

Pupils' behaviour is generally excellent and any challenging behaviour which occurs because of their difficulties is effectively managed by staff who are very well trained. Pupils enjoy being in school as it is a happy, supportive environment where they learn, socialise and develop. One pupil said, 'I like coming to school because I see my friends'. Pupils' attendance is good and the school maintains very close supportive links with families. The school asks pupils their views on a regular basis. The 'citizen' of the week is given a variety of responsibilities including listening to and reporting back to staff on pupils' views. School displays effectively illustrate pupil participation in the school and celebrate their successes in work related learning, enterprise projects and sporting events. A safe and healthy lifestyle is actively promoted and many of the older students understand the importance of exercise and healthy eating. 'Yogacise' lessons are very well received by older pupils who learn to relax as well as making progress with their mobility. The school is about to bid for the Healthy School Award. Through the positive and committed attitude of staff and very effective, targeted support, the development of pupils' enterprise and workplace skills is outstanding.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils enjoy their learning and do well, as a result of effectively planned lessons and good teaching and support. Work is generally well matched to their needs and targets reflect progression in their learning. Relationships and class management are excellent, which give pupils confidence to try their best. Support staff ensure that all pupils get full access to lessons and take a large responsibility in recording pupils' progress and achievement. Pupil assessment partially informs teacher's planning although there is a lack of precision in identifying the next steps in learning.

In the best lessons, planning is detailed and based upon previous learning and is delivered with enthusiasm. All pupils' needs are carefully considered and there is effective use of signing and visual aids. Teachers do their best to clearly illustrate how pupils can improve and learning is a rewarding experience for pupils. Achievement and effort are celebrated at every opportunity and pupils are rewarded with ongoing praise, and where appropriate, certificates of achievement to take home. The strong teamwork between teachers, support staff, and therapists ensures that all pupils make at least good progress.

### Curriculum and other activities

#### Grade: 2

Pupils follow appropriate subject programmes and accredited courses where their needs are well met and work is structured to be relevant to their lives. Good schemes of work are in place for all subjects. Personal, social and health education, together with citizenship, is at the heart of curriculum development. Health, care, self awareness, communication and a sense of community are appropriately emphasised. School life and experiences are enhanced by visitors coming to the school and there are helpful links with local secondary schools where good use is made of expertise and specialist facilities. Physical education and team work activities are actively promoted and provide fun and a sense of achievement. Football coaches come into the school and the pupils look forward to their activities.

The curriculum is further enhanced by carefully planned visits to parks, sports centres and theatres which help improve pupils' social and life skills. There are good links with colleges, leisure facilities, community centres and a local Harley Davidson club who undertake fund raising activities. Older students are well prepared for the future through vocational studies, work related learning, accredited courses and work experience placements. There are good opportunities for pupils to develop their independence and this is an improvement since the last inspection. The school lacks some specialist accommodation for practical activities and it has lost its grass area through additional building. However, the accommodation and resources are of a good quality and are effectively used to support pupils' learning. The swimming pool is an excellent resource which is very well used.

## Care, guidance and support

### Grade: 1

The school provides a high level of care, guidance and support and meets its aims 'to provide a happy, safe, purposeful and stimulating environment'. The school puts the care of the pupil at the centre of all it does and all staff work very closely together to meet the individual needs of all. While personal and social progress is effectively monitored and recorded, academic monitoring needs sharpening up. Parents are very complimentary about what the school does and they greatly appreciate the school/home record book as it allows them to keep in good contact with the teachers and keep abreast of the progress of their children.

The school has successfully created a warm, friendly, learning environment in which pupils are kept safe and can flourish. Staff are relaxed, outgoing and have a genuine interest in ensuring that all pupils are kept free from any anxiety or discomfort. The arrangements for child protection are well established and managed and risk assessments are carried out effectively. When asked, one pupil said he felt safe in the school because he knows everyone. Careers education and guidance for pupils is relevant to their needs and courses at local colleges enable many pupils to experience a range of vocational options. Older students can be offered the opportunity to experience a 24 hour programme using the school's overnight stay facilities which supports and extends their personal and social education and independence.

## Leadership and management

### Grade: 2

Evidence supports the school's view that overall, leadership and management are good. There have been good improvements since the last inspection, particularly since the appointment of the headteacher and the current leadership team, who work very effectively together. They have ensured that provision for older students has improved and that the curriculum for all pupils across the school effectively meets their needs. Key areas for improvement have been correctly identified through effective monitoring and evaluation and are clearly illustrated in the school's long term plans. The school has a very good capacity to improve further.

School self-evaluation is good and the views of the parents, pupils, community and support services are taken into account. A parent commented that, 'We have found the headteacher and staff are always approachable and willing to listen and act upon problems and ideas that may arise, and because of that we work together and give our son the best school years'. Monitoring procedures for improving the quality of education are well established and a good programme of performance management for teachers and support staff is in place. Lessons are monitored by senior staff and supportive feedback is given to help teachers further improve, together with an appropriate level of professional development. Teamwork is a strength, morale is high and all staff have very good and regular professional development opportunities linked to school and personal needs. Well trained support staff effectively support the educational, physical and emotional needs of all pupils.

The chair of governors is very knowledgeable about the school and all governors are well informed about school developments and take a full part in development planning which is an improvement since the last inspection. All statutory requirements are met.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	2
How well does the school work in partnership with others to promote learners' well-being?	1	1
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2	2
The standards <sup>1</sup> reached by learners	4	4
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	1
The extent of learners' spiritual, moral, social and cultural development	1	1
The behaviour of learners	1	1
The attendance of learners	2	2
How well learners enjoy their education	1	1
The extent to which learners adopt safe practices	2	2
The extent to which learners adopt healthy lifestyles	2	2
The extent to which learners make a positive contribution to the community	2	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	2
<b>How well are learners cared for, guided and supported?</b>	1	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	1
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	2
How effectively and efficiently resources are deployed to achieve value for money	2	2
The extent to which governors and other supervisory boards discharge their responsibilities	2	2
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

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

Pupils

Thank you all for making my visit to your school so pleasurable. I really enjoyed coming into classes and seeing you work. I think you have a good school. I know you enjoy coming to school and having fun in your lessons where you can learn and make good progress. In addition I thought that:-

\* You receive excellent support from all adults and you are cared for extremely well.\* You are very well behaved, friendly and get on very well with each other and all the staff.\* Your mums and dads are really happy with what the school does for you.\* Your headteacher and all the staff do their best to make sure you are happy and have everything you need to succeed. They listen to you carefully.\* Your school knows what it is good at and how it can improve even more.\* You get to learn about the important things in life and you are well prepared for when you leave school.

Your school knows it can do even better by:\* Improving the way in which teachers record your progress in lessons so you will know exactly how well you have done and what you need to do next to improve.Once again, thank you for your help and making my visit such a happy one. Be good, work hard, and continue to enjoy coming to your good school.

Mike Smith

Lead inspector