



# Stockwell Park High School

## Inspection Report

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**Unique Reference Number** 100626  
**Local Authority** Lambeth  
**Inspection number** 285832  
**Inspection dates** 1–2 November 2006  
**Reporting inspector** Jacqueline White HMI

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>	Secondary	<b>School address</b>	Clapham Road
<b>School category</b>	Foundation		London
<b>Age range of pupils</b>	11–16		SW9 0AL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02077336156
<b>Number on roll (school)</b>	985	<b>Fax number</b>	02077386196
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Akin Alabi
		<b>Headteacher</b>	Ms Judette Tapper
<b>Date of previous school inspection</b>	11 February 2002		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–16	1–2 November 2006	285832

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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Stockwell Park High School is a specialist Business and Enterprise College of average size with many more boys than girls. The school is in an area where there is a high level of deprivation. Many of the students come from home circumstances that, in economic terms, can be described as disadvantaged. The number of students taking up free school meals is well above average. There is a high proportion of students joining and leaving the school at other than usual times.

The majority of students are from a wide range of minority ethnic groups and speak more than fifty different languages. Almost half the students are from homes where English is not the first language. The number of students with a statement of special educational need is less than average but the number with learning difficulties and disabilities is very high, constituting over half of the school.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 1**

This is an excellent school. Parents rightly feel that it gives their children every chance of succeeding in life. It is a purposeful place where everyone's right to work and learn is respected. Students' personal development is excellent. Almost all achieve exceptionally well and mature as confident young people able to make informed choices about their lives. Individuality is valued and celebrated. Positive attitudes are sustained through excellent care, guidance and support. Learning is monitored very carefully. Students are set appropriate targets that are reviewed regularly. Programmes of support are tailored to meet individual needs.

Students appreciate and enjoy the rich range of opportunities available to them. The excellent curriculum meets students' needs and is flexible in accommodating their choices. The school's specialism in business and enterprise has extended the opportunities available to students and is helping them to enter the world of work successfully. A variety of extra activities encourage students to explore and develop their potential.

The majority of students enter the school with exceptionally low standards. By the end of Year 11 they reach standards that are broadly average. As a consequence of consistently good teaching most make excellent progress. However, the school is very ambitious for its students. In particular, it would like more to achieve the highest levels and grades in standard tests and examinations. Senior leaders have an intense focus on increasing the proportion of excellent teaching across the curriculum to support students in this endeavour.

Many students join the school at other than usual times. Effective strategies for their induction help them to settle quickly and focus on the school's high expectations.

Excellent leadership and management ensure the school has an accurate view of its effectiveness. The school knows where it is going and how to get there. Its capacity to improve is excellent because it examines its performance carefully, allows no room for complacency and constantly takes action to make things better.

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

- Increase the proportion of excellent teaching.

## **Achievement and standards**

### **Grade: 1**

Students' achievement overall is outstanding in relation to their starting points because they receive strong support and encouragement from teachers.

Standards by the end of Year 9 have improved over recent years, although they are well below national levels. Emphasis is given to building and strengthening basic skills so that students make excellent progress in Years 10 and 11.

The school sets appropriately challenging targets that are mostly exceeded. In 2005 the proportion of students gaining five A\*-C grades at GCSE was above average. Results in 2006 indicate that standards are broadly in line with the national average. Students with additional learning needs and disabilities, and those whose home language is not English, have excellent achievement as a result of tailored curriculum arrangements and the consistently good quality of teaching. The school is putting good programmes in place to extend the achievement of some of the more able students.

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

### **Grade: 1**

Students' personal development and well-being are outstanding. Students talk enthusiastically about how they enjoy their lessons and other activities. They appreciate the wide range of opportunities to take responsibility, such as becoming peer mediators or prefects.

Students' behaviour both in class and around the school is good. The school has a calm, purposeful atmosphere. If bullying occurs, students are confident that it will be dealt with quickly and effectively.

Attendance is currently satisfactory and improving. There are well-thought out procedures for dealing with absence and these are having a positive effect. Punctuality both to the school and to lessons is good.

Students' spiritual, moral, social, emotional and cultural development is outstanding. Tolerance and respect are at the heart of the school's ethos. The excellent personal, social and health education (PSHE) programme provides opportunities for students to test and secure these fundamental values. Students know how to keep themselves safe and understand the importance of healthy living.

Students make an admirable contribution to the wider community through the wide range of business and other links that the school has successfully established. Charities are well supported and there are extensive opportunities to take part in inter-house and out of school competitions. Students' workplace skills and economic well-being are developed very effectively. Whilst they may be sad to leave, students are well equipped for the next phase of their lives whether it is in further education and training or employment.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is consistently good with some excellent features. An effective common approach was observed across the curriculum. Lessons are successful because they are well planned and students are clear about appropriate learning objectives. The frequent reference to national curriculum levels ensures they know what they are working

towards. There is a strong focus on pace and progress is maximised because there is no wasted time. A productive learning atmosphere is maintained through energetic teaching and sequencing learning in bite size portions to sustain momentum. A particular strength of the school is the emphasis on professional development and sharing of good practice. This is instrumental in ensuring the consistency of approach which underpins students' excellent achievement.

Teachers use their good subject knowledge to support students' learning. However, opportunities to extend the most able are sometimes missed. The school is working to increase the excellent practice which enables students to stretch their developing language skills to think and learn at the highest levels.

Assessment information and marking are used well throughout the school to clarify what students must do to improve.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is rich, broad and balanced. The school offers an excellent and still improving curriculum with a broad range of traditional and vocational courses at GCSE. There is a strong emphasis on meeting the needs of individuals requiring extra support. For example, boys who find some aspects of learning a challenge are taught in small groups.

The curriculum for Years 7–9 includes catch-up and accelerated learning opportunities. More able students take end of Key Stage 3 tests one year early. This allows time for students to take a wider range of GCSE subjects such as statistics.

In Years 10 and 11 all students take a vocational course chosen from a wide range of qualifications. Additionally, the take up for the extensive out of lesson activities is high. These include early and late opening, Saturday and holiday programmes, and a leadership development programme. The 'Portfolio for Life' programme is very well designed. It provides a model for planning, assessing and accrediting the business and enterprise learning that permeates the school curriculum.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are excellent. The pastoral team gives detailed guidance to individual students on academic and personal development. An assistant headteacher oversees the setting of appropriate targets, and these are monitored in monthly meetings to ensure students make the progress expected of them.

Support is particularly strong for vulnerable students, those with learning difficulties or disabilities, and those for whom English is an additional language. Support for looked after children is exemplary. Child protection procedures and records meet requirements and are well managed.

Arrangements for students transferring from primary schools and those joining at times other than the usual are thoughtful, so that students settle quickly into school

life. Students receive excellent guidance about academic and careers choices at all stages, but especially in Year 9, and Year 11.

## **Leadership and management**

### **Grade: 1**

Overall, leadership and management are excellent. The strong teamwork among the staff and governors has meant the momentum of improvement has continued apace. The headteacher's determined and rigorous leadership has been key in sustaining the rapid improvement of the school. She is well supported by her senior leadership team. Together, they ensure there is a clear, shared vision placing the needs of students at the heart of the day to day life of the school. As a result most students, whatever their background, achieve exceptionally well.

Self-evaluation is well founded and used effectively to raise students' achievement. The professional development of all staff is given a high priority. There is a robust system of performance management that is rooted in developing leadership and improving achievement. All roads lead back to the importance of learners and leaders realising their potential.

Governors are involved in the life of the school and its strategic direction. They are well informed about development plans and increasingly effective in supporting and challenging those charged with responsibility for implementation. The school successfully tackled the issues identified in its previous inspection and then extended its expectations. It is very well placed to continue improving.





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

As you know, your school was recently inspected and this letter is to tell you about the findings of the inspection. However, first, I would like to thank you for your openness and co-operation during our visit. We enjoyed meeting some of you and appreciated your comments and opinions.

The inspection found that yours is an excellent school that is very well led. You are set challenging targets and make excellent progress. You are encouraged to take responsibility for self-improvement and you do. You have positive attitudes to your learning. This shows in your good behaviour in lessons and around the school. We thought the range of courses and activities available to you were excellent. Your tutors and teachers offer you very effective support. Relationships between you are strong. You told us that you feel safe and well cared for. You play a very big part in making your school such a purposeful and supportive place. All this adds up to an effective education for you.

Your school wants only the best for you and recognises there are still some areas for development. We agree with staff that some of you could achieve even higher levels and grades in standard tests and examinations. Lifting more of the good teaching in your school to excellent will help you to achieve these goals.

In recent years, your school has improved rapidly as a result of everyone believing that things could be better and knowing the part they had to play to make it happen. You should be very proud of your part. You are an example of how supporting each other and believing in yourselves and the power of learning can change things for the better. You see - 'attitude does determine altitude'.

Yours sincerely,

Jacqueline White

Her Majesty's Inspector