



# Stanley Park High School

## Inspection Report

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**Unique Reference Number** 103003  
**Local Authority** Sutton  
**Inspection number** 286547  
**Inspection dates** 25–26 September 2006  
**Reporting inspector** Sean Hanan 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>	Comprehensive	<b>School address</b>	Stanley Park Road
<b>School category</b>	Community		Carshalton
<b>Age range of pupils</b>	11–18		SM5 3HP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8647 5842
<b>Number on roll (school)</b>	864	<b>Fax number</b>	020 8254 7800
<b>Number on roll (6th form)</b>	95		
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ms Jane Pascoe
		<b>Headteacher</b>	Mr David Taylor
<b>Date of previous school inspection</b>	14 January 2002		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–18	25–26 September 2006	286547

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## Introduction

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

## Description of the school

This is a medium-sized community comprehensive school. The 11 plus system in Sutton means that very few students in the top quartile of the ability range attend the school. 29% of students are eligible for free school meals, almost twice the national average. 45% of students have recognised learning difficulties and/or disabilities, compared to a national average of 18%. About one in four students are from minority ethnic backgrounds. The designated centre for the Borough to support autistic students is located in the school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Stanley Park High School is an improving school. Overall, it provides satisfactory education for its students. The new headteacher together with a largely new senior leadership team have successfully focussed the school on improving teaching and learning and raising standards. The school is well led and managed. Governors are effective and very supportive of the school.

Overall, students' personal development and well being are satisfactory. Students' behaviour is good and much improved in the past year. Attendance is satisfactory and improved monitoring is increasing attendance gradually. They enjoy being at school and are well supported. Students know about healthy eating and exercise, but need to take more personal responsibility for doing so. They feel safe and able to talk to staff if there is a problem.

Significant work to the buildings and to improve furnishings and decoration has improved the atmosphere and the learning environment in the school. Teaching and learning have improved recently and are satisfactory overall. Although standards have risen over the past two years, they remain below the national average for all secondary schools. Progress made by students and their subsequent achievement are satisfactory.

A good and relevant choice of subjects is provided, particularly for students in Years 10 and 11 who can choose to follow courses such as construction, horticulture and hair and beauty alongside more traditional GCSE courses. The care, guidance and support provided for students are good. Students with learning difficulties are well supported, both in and out of lessons. There is particularly good provision for autistic students in the school's specialist facilities.

The school knows itself and is well aware of areas that require improvement. Primarily this means continuing to raise standards and encouraging students to work more effectively independently. Inspectors agreed with almost all the judgements in the school's self-evaluation. The capacity for further improvement is good and the school provides good value for money.

## Effectiveness and efficiency of the sixth form

### Grade: 3

The effectiveness of the sixth form is satisfactory. Provision has been enhanced through recent improvements in leadership and management. The school is working hard to meet the needs of students and is extending the range of its vocational courses appropriately. A growing number of students have been encouraged to remain in school and gain qualifications. Achievement is satisfactory, as is the quality of teaching. Most students achieve the grades that would be expected based on their GCSE results. They enjoy their education and make a positive contribution to the life of the school. Inspectors agreed with the students that they are given good support by teachers. The current provision for the teaching of religious education does not fully meet statutory requirements.

## What the school should do to improve further

- Ensure that teaching and learning are consistently good in order to raise standards
- Improve students' ability to work independently and provide more support in helping them to reach their targets

## Achievement and standards

### Grade: 3

#### Grade for sixth form: 3

Students' achievement is satisfactory although standards are below average because of the low starting points of many. Progress in Years 7 to 11 has improved recently but it is not yet consistent across all subjects. For example, at the end of Year 11 students do well in subjects such as science, English, business studies, information and communications technology (ICT) and vocational courses but less well in others such as mathematics and geography. The school is aware of where development is needed and has taken appropriate steps to improve the quality of learning and teaching. These measures together with improved behaviour are helping students to make more rapid progress. In the past, girls achieved less well than boys but in the most recent GCSE examinations this trend was reversed. Students with learning difficulties and/or disabilities and those from minority ethnic backgrounds make as much progress as their peers. In the sixth form, students make satisfactory progress in relation to their varying starting points. There are examples of good achievement in some subjects such as ICT and sport.

## Personal development and well-being

### Grade: 3

#### Grade for sixth form: 3

Students' personal development and well-being are satisfactory. Most enjoy their time at school and more are choosing to stay on in the sixth form. Spiritual, moral, social and cultural education is satisfactory. Although a daily act of worship is not routine, assemblies give cause for thought, for instance, about the morality of the segregation of children based on colour in 1960s America. Attitudes to learning and behaviour in lessons and around the school are good. Students support the view of inspectors that behaviour has improved considerably in recent years.

Sixth formers play a notable part in the school and the local community through supporting younger students, organising clubs and working in primary schools. They have an active committee through which they raise issues for debate. Inspectors agreed with younger students that they are not sufficiently involved in the wider community and taking more responsibility in school. They are aware of those less fortunate than themselves and they sell toys to raise money for a school in Uganda. Students are well prepared for the world of work through the annual Industry Day and a good range of vocational subjects.

## Quality of provision

### Teaching and learning

**Grade: 3**

**Grade for sixth form: 3**

Teaching and learning are satisfactory. This represents progress from an earlier review in which a significant minority of teaching was judged to be inadequate. The school has a very good understanding of its own strengths and those areas requiring further development. It provides good guidance to help teachers improve, particularly to take into account the different ways in which their students prefer to learn. Most teachers begin by explaining to students what they are expected to learn and the better lessons provide a range of activities which interest and engage their students. All of these approaches are beginning to help raise standards in the classroom but there is still a need to ensure that students have a more consistent learning experience across the school and are more actively involved in the learning process. There is also a need to help students become more independent learners. Many pupils lack the skills to work productively on their own.

Behaviour in lessons is good and students have a positive attitude towards their work. They feel that their teachers are approachable and very willing to help them with any problems. Interactive technology also helps them to learn better in some lessons. Support staff work well with teachers and provide good support for students with learning difficulties. On the whole, teachers know their students well and provide them with satisfactory guidance on how to improve their work. Although most knew their targets, not all were able to explain what they needed to do to achieve them.

### Curriculum and other activities

**Grade: 2**

**Grade for sixth form: 3**

The school provides a good curriculum with some very good aspects. It has gone to great lengths to provide a meaningful and relevant curriculum, which meets the needs of all of its students in Years 7 to 11 as well as those of the local community. The school is reflective and willing to innovate to improve the learning opportunities for its students as shown by its involvement in the 'Shorter Key Stage 3 Pilot' and its procedures for improving the literacy of students in Year 7. There is an impressive range of vocational and work-related learning in Years 9, 10 and 11, which includes car mechanics, construction and horticulture, for which the students have won prizes. Taster options in Year 9 help them to make more informed decisions about their future choices. The school has correctly identified the need to extend the range of options in the sixth form to provide better progression routes from Year 11. A limited range of vocational subjects have been introduced and there are plans to extend this provision in 2007. There is a good enrichment to the curriculum for Years 7 to 11 through opportunities to participate in a range of sporting and academic activities, although there are fewer opportunities currently in music and drama.

## **Care, guidance and support**

**Grade: 2**

**Grade for sixth form: 2**

The quality of care, guidance and support is good. It contributes well to students' enjoyment and safety in school. Significant work to improve the buildings has transformed the environment and improved the atmosphere in the school. Absence and lateness are well monitored and followed up. Students with emotional and behavioural needs and with learning difficulties are well supported. Vulnerable students are sensitively supported through the school's good work with a variety of agencies, carers and specialists. A strong commitment to inclusion helps these students make progress at the same rate as others. Proper attention is paid to risk assessments and CRB checks are undertaken for all staff. Healthy lifestyles are encouraged through the personal, social and health education programme and many physical activities. Regular review days provide a chance for students to discuss individual targets with their tutors, progress leaders and parents.

## **Leadership and management**

**Grade: 2**

**Grade for sixth form: 2**

Leadership and management are good. Highly effective leadership by the headteacher, supported by other school leaders, has been a key component in the improvements in students' achievement over the past two years. Hard decisions have been well made and have improved the quality of teaching and learning. Equal opportunities are central to the delivery of an inclusive vision. Governors work effectively as a 'critical friend' and are very supportive of the school. The processes for monitoring and improving quality are robust and effective. Teachers are observed regularly and the information collected is used well. The performance of subjects is carefully monitored and issues are addressed effectively. There are good links with external agencies, including other local schools and colleges. The school is compliant with most legislative requirements but does not fully comply with the provision for collective daily worship.

Staffing and resources are used effectively. The buildings have been substantially improved recently and most classrooms are well decorated and equipped. Since the previous inspection, the school has successfully tackled the issues that were identified, by raising achievement, improved teaching and better behaviour and attitudes to learning. It is very well placed to continue improving.

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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>	3	3
How well does the school work in partnership with others to promote learners' well-being?	2	3
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	2	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3	3
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	3	3
How well learners with learning difficulties and disabilities make progress	3	

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	3
<b>How well are learners cared for, guided and supported?</b>	2	2

<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>	2	2
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	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	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**

I am writing on behalf of the inspection team to let you know the judgements we have made about your school. Thank you for taking part in the inspection by talking to us about your work and your life in school.

- We believe your school is a satisfactory and improving school.
- The headteacher and the other people in the school with responsibility make decisions with your best interests at heart.
- Most of you attend regularly, behave yourselves well and make the progress that would be expected.
- You are all valued as individuals and you are well supported by your teachers and tutors.
- If you have a learning difficulty or disability, you are generally well looked after.

Your school needs to:

- Continue to improve standards.
- Encourage you to do more yourselves to improve the results you get.

Sean Hanan HMILead Inspector