

Turney Primary and Secondary Special School

Inspection report

Unique Reference Number	100643
Local Authority	Lambeth
Inspection number	307432
Inspection dates	15–16 October 2008
Reporting inspector	Mike Smith

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Special
School category	Foundation
Age range of pupils	5–17
Gender of pupils	Mixed
Number on roll	
School (total)	127
Sixth form	6
Government funded early education provision for children aged 3 to the end of the EYFS	6
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Dr Luke Zander
Headteacher	Mrs Linda Adams
Date of previous school inspection	23 May 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Turney Road London SE21 8LX
Telephone number	020 8670 7220

Age group	5–17
Inspection dates	15–16 October 2008
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Fax number

020 8766 7588

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school provides for pupils who have statements of special educational need for their moderate, severe and complex learning difficulties, including autistic spectrum disorders (ASD). Levels of attainment on entry are generally well below national expectations. Pupils come from diverse socio-economic and multi-cultural backgrounds. Nearly half of the pupils come from a range of ethnic groups, the largest being from Black African or Caribbean family backgrounds. There are a significant number of pupils for whom English is not their first language, and some of these are at an early stage of learning English. Pupils are referred from a range of local London boroughs and there are a higher than average number of pupils eligible for free school meals. There are three times as many boys as girls. Currently only six students are in the sixth form provision, which started in September 2007. The school has achieved the Healthy Schools Award and holds the Silver Artsmark and the ICTmark (information and communication technology). The school provides an outreach support service to mainstream schools that have pupils with ASD.

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 outstanding school where leaders and managers put pupils' well being and achievement at the heart of all it does. The highly committed headteacher has a clear strategic vision for improvement, which is widely shared with the whole school. She is exceptionally well supported by a highly competent and well-organised deputy and a clearly focused and motivated leadership team. With a dedicated staff and well-informed governors, they continue to improve the provision and learning opportunities for all pupils. A parent, reflecting the views of many, wrote, 'This is a very good school because my son has made so much progress since he started'. The school is a real community, where pupils support each other and take a real pride in looking after their environment. Pupils' individuality and strengths are nurtured and their individual progress and achievements recognized at every opportunity. Very effective partnerships with support agencies, schools, colleges and the community ensure pupils' needs and well-being are extremely well met. Self-evaluation strategies are very effective and give an accurate analysis of what needs to improve to support pupil achievement: for example, the further refinement of pupil assessment strategies to ensure the school has a more accurate view of pupils' progress over time. Systematic monitoring, review and evaluation clearly show that managers have a clear understanding of what needs to be improved and what strategies are needed to achieve success. Strategies are clearly linked to pupil achievement. Community cohesion is promoted very effectively, both within and outside of the school, enabling pupils to appreciate their place in the local and worldwide community. This includes the valuable support and training given to other schools and parents, which is very well received and appreciated.

Pupils' standards vary widely, but overall are well below average. Pupils are entering the school with an increasingly complex range of learning difficulties. They are welcomed into school life and begin to make a marked improvement in their self-confidence, communication and social skills. Before leaving the school, a small number of pupils achieve a range of grades in GCSE examinations and others achieve entry-level qualifications and vocational courses. The high standards of artwork and information and communication technology (ICT) skills attained by some pupils are in line with those achieved by mainstream pupils. Given their starting points, and the nature of their learning difficulties, the achievement and progress of the majority of all pupil groups, including those learning English, is outstanding. This success develops pupils' confidence and very effectively supports them in their next stage of learning and in their social interactions. Pupils work towards challenging, individual targets, which most successfully achieve. Pupils' outstanding progress in their learning and personal development is due to the excellent relationships, outstanding care, guidance, teaching, and support they receive for their individual needs.

Procedures for tracking and analysing pupils' progress and achievement are systematic and very effective. Underachievement is quickly identified and appropriate support strategies implemented. Importantly, the teachers, but not all of them, very successfully use this information on pupils' progress to plan appropriately challenging work for pupils. This informs pupils' targets and ensures that activities meet the individual learning needs of all pupils. Where this does not occur pupils' progress slows.

The curriculum is outstanding. It offers a wide, interesting and challenging range of relevant learning activities that effectively meet the needs of pupils and contribute very well towards their outstanding achievement and personal development. Visits into the community, integration sessions in mainstream schools and visiting specialists very effectively support their learning,

which they participate in very enthusiastically. As one pupil said, 'I love all my lessons, because they are interesting and I learn new things'. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils support each other and show empathy for each other's differences. Behaviour is good overall and as they get older, pupils learn to manage their own behaviour and understand the consequences of their actions.

Exceptional improvement has been made since the last inspection and all issues have been effectively addressed through thorough development planning and subsequent action. Governors are well informed and take an active part in monitoring, self-evaluation and in the strategic management of the school. They clearly know their school well, although some monitoring could be more focused so they are more directly involved in evaluating the impact of the strategies emanating from school development planning. Leadership and management are having a very positive impact on provision, which is enabling pupils to achieve as well as they can. The capacity to continually improve is excellent.

Effectiveness of the sixth form

Grade: 1

This newly established extended provision provides for students who require additional support before they can make a successful full time transition to college. Students work towards a City and Guilds accredited course in personal progression through life and work skills, as well as studying and gaining entry level English. Students greatly benefit from this extended support and gain in confidence through their success. This allows them to more successfully access the opportunities offered in their Further Education link courses. Leaders are ensuring that the excellent provision in the school continues into the sixth form. Excellent teaching and learning, care, guidance and support are very effectively supporting students' learning and personal development so that they are very well prepared for the next stage of their education and life outside of school.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Pupils entering the Reception class get the very best possible start to their education. Skilled teaching and support, together with detailed assessment and planning, ensures activities are very well matched to their different learning needs. Pupils are encouraged to explore their own learning through carefully planned and practical activities. Time and learning resources are very skilfully used to enable all pupils to maximise their learning. Excellent use is made of the interactive whiteboard to stimulate pupils' interest and encourage further exploration. For example, an animated counting programme encouraged pupils to explore numbers and counting with objects in the classroom. Pupils' development is very carefully monitored and recorded and used to ensure progression in their learning. The excellent team work between teacher, assistants and speech therapists ensure pupils' make excellent gains in their communication and speech and language. Pupils improve their social skills, gain in confidence and are very well prepared for the next stage in their learning.

What the school should do to improve further

- Increase the consistency of excellent teaching which uses information on pupils' progress in planning to meet and challenge the needs of all pupils.

Achievement and standards

Grade: 1

The excellent progress made by pupils in Reception continues as they move through the school and is very effectively supported by their positive approach to learning. Pupils are very pleased with their excellent progress in reading. This is due to the adoption of a whole school strategy that resulted from an accurate analysis of some pupil underachievement. One pupil said, 'My reading has got better and I enjoy going to the library'. Pupils learn practical applications in mathematics, science, ICT and other skills that support everyday living. They acquire essential personal and social skills that fully support their citizenship development. They make outstanding progress in their personal and social skills. This is because of the highly effective development of their social, communication and co-operative learning and independence skills, which are an integral part of all lesson plans and reinforced in all lessons. Most achieve their full potential before leaving school with a range of relevant qualifications enabling them to continue their education in local colleges.

Personal development and well-being

Grade: 1

Pupils very clearly understand all aspects of keeping safe and healthy. They eagerly engage in the wide range of sporting activities on offer and learn to be good team players. Their extremely positive attitudes are reflected in their good attendance, behaviour and in their great enthusiasm for learning in all lessons. The management of pupils' behaviour is excellent enabling pupils to more clearly understand the consequences of their actions. Pupils' relationships with staff and each other are outstanding with mutual respect and dignity shown at all times. Pupils make an outstanding contribution to their community through a variety of fund-raising events, recycling projects, community performances and by helping and supporting each other. They become responsible, when they act as school councillors, prefects and monitors. One pupil reflecting the views of many said, 'It's really good here. I have lots of friends and there is plenty to do'.

Quality of provision

Teaching and learning

Grade: 1

Staff know pupils very well and use this information effectively to help them learn. The data on pupils' progress is effectively used by most teachers to plan and personalise challenging learning activities. Pupils make excellent progress when planning is detailed and identifies precise steps for improvement. Classroom practice is regularly monitored by senior managers and effective support is given to help and maintain high standards. The positive learning environment and high expectations encourage pupils to do their very best. A parent said, 'My son was unable to speak properly, or read and write. Now he talks non-stop and his reading and writing has improved. He is also a prefect'. There is an emphasis on working towards individual targets. Helpful feedback and support in lessons by teachers and effective teaching assistants remind pupils how they can improve. Very good use is made of interactive white boards and ICT to motivate interest and support pupils' learning.

Curriculum and other activities

Grade: 1

The curriculum very effectively supports pupils' outstanding academic and personal development and encourages their healthy living. Pupils say they really enjoy activities such as swimming, dance and clubs after school such as football. Some pupils attend the adjacent primary school for specific lessons, which challenges their learning and supports their social development. These opportunities very successfully promote pupils' enjoyment and achievement and effectively contribute to their understanding of the world around them. The school ensures that planning is relevant to pupils' needs, and their skills and understanding are built up progressively. Account is taken of national developments and initiatives, such as the increased emphasis on work related learning for older pupils, and the curriculum is reviewed, refined and continually developed. This ensures pupils' individual needs are met through a programme of personalised learning. Older pupils greatly benefit from attending college courses where they learn practical skills such as brick laying and increase their social confidence through their participation.

Care, guidance and support

Grade: 1

Consistent and efficient school procedures and practice keep pupils safe and secure, while promoting their independence. This results in confident pupils with positive attitudes. Very effective planning and teamwork between all staff and speech therapists ensure pupils' specific communication and language needs are very well met. Vulnerable pupils are quickly identified and carefully monitored, so as to ensure their well-being. Parents are consistent in their praise for the school and say that communication between home and school is excellent; home/school report books, letters, newsletters and the web-site are all greatly appreciated. A parent wrote, 'Staff are dedicated to pupils, keeping them calm, and treating them in a fair and kind way'. Very effective whole school monitoring of pupils' progress and individual target setting ensures all pupils know how to improve and they receive very effective guidance on future opportunities. The effective partnership between the school and college ensures school leavers have a smooth and successful transition.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher gives excellent strategic and supportive guidance and encouragement to all staff who respond with their consistent dedication to all pupils. The impact of their work is clearly reflected in the outstanding care, guidance and support for pupils and the excellent academic and personal progress they make. Effective consultation and highly accurate self-evaluation, leads to improvement and strategies for action are clearly identified. The quality of teaching and learning has improved as a result of systematic monitoring, feedback and support. There are high expectations of staff, their work is valued and morale is high. A newly appointed member of staff said, 'Support has been really good, and meetings lead to things getting done'. Performance management for all staff leads to relevant training, and professional development is clearly based upon school improvement and the changing needs of pupils. For example, whole school training has been given on Makaton signing to aid pupils' communication. A parent, summing up the feelings of many, said, 'The

school welcomes parents' involvement in their child's education and they are keen to promote good links between home and school'.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	1
Effective steps have been taken to promote improvement since the last inspection	Yes	NA
How well does the school work in partnership with others to promote learners' well being?	1	1
The capacity to make any necessary improvements	1	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1	
How well do children in the EYFS achieve?	1	
How good are the overall personal development and well-being of the children in the EYFS?	1	
How effectively are children in the EYFS helped to learn and develop?	1	
How effectively is the welfare of children in the EYFS promoted?	1	
How effectively is provision in the EYFS led and managed?	1	

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners adopt safe practices	1	
The extent to which learners enjoy their education	1	
The attendance of learners	2	
The behaviour of learners	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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively leaders and managers use challenging targets to raise standards	1	
The effectiveness of the school's self-evaluation	1	1
How well equality of opportunity is promoted and discrimination eliminated	1	
How well does the school contribute to community cohesion?	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	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

Annex B**Text from letter to pupils explaining the findings of the inspection**

03 November 2008

Dear Pupils

Inspection of Turney Primary and Secondary Special School, London, SE21 8LX

Thank you for making my visit to your school such a pleasurable one. I really enjoyed meeting you. A special thanks must go to your school councillors who told me all about the school. I must not forget those pupils I met during lunchtime who were friendly and polite and who were excellent representatives of the school. You obviously get on very well together and really enjoy coming to school. I agree with you and your parents that your school is excellent and helps you to do your very best. I think that you make excellent progress in your work and in your personal development. All staff work really well together to make sure you get the extra help you may need. You too can help by listening very carefully to all instructions and working as hard as you can at all times. I list below the things I particularly liked about your school.

- You learn to do things for yourself and you consider the needs of others.
- You thoroughly enjoy your lessons and work very hard to improve.
- You know how to be healthy and safe.
- You like to take responsibility and you very effectively support your community.
- You really like the school trips, clubs and after school activities.
- You learn useful skills that will help you when you leave school.
- The school works very effectively with other people to ensure you receive the support you need.
- The school is very well led and managed and it has your very best interests at heart.

The school knows it can still improve, and agrees that it should:

- ensure that the outstanding practice in teachers' planning and lesson delivery is consistent across the school so all activities are challenging and ensure you make the best possible progress that you can.

It was a delight being in your school and I wish you all every future success. I also hope your Christmas production of the Wizard of Oz is a great triumph.

Yours sincerely

M J Smith

Lead Inspector