

# Elleray Park School

Inspection report - amended

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 105132           |
| <b>Local Authority</b>         | Wirral           |
| <b>Inspection number</b>       | 308772           |
| <b>Inspection dates</b>        | 10–11 April 2008 |
| <b>Reporting inspector</b>     | Arif Hussain     |

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 special                                       |
| <b>Age range of pupils</b>                | 2–11  |
| <b>Gender of pupils</b>                   | Mixed   |
| <b>Number on roll</b>                     |   |
| School                                    | 82  |
| <b>Appropriate authority</b>              | The governing body                                      |
| <b>Chair</b>                              | Mr Chris Smale  |
| <b>Headteacher</b>                        | Ms Margaret Morris                                      |
| <b>Date of previous school inspection</b> | 28 February 2005  |
| <b>School address</b>                     | Elleray Park Road<br>Wallasey<br>Merseyside<br>CH45 0LH |
| <b>Telephone number</b>                   | 0151 6393594  |
| <b>Fax number</b>                         | 0151 6388823  |

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|--------------------------|------------------|
| <b>Age group</b>         | 2-11             |
| <b>Inspection dates</b>  | 10–11 April 2008 |
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## Amended Report Addendum

Description of school paragraph entered in OE, in error.

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Ellera Park provides primary education for girls and boys who have statements of special educational need. The vast majority of pupils have severe and complicated learning difficulties and/or disabilities. The range and complicated nature of learning difficulties has increased considerably since the last inspection. Around a third now have autism and one fifth have profound and multiple learning difficulties. Most of the remainder have other severe learning difficulties. Within these groups, a significant proportion have challenging behaviours. A very small number of pupils are from minority ethnic groups and very few speak English as an additional language. The school has achieved the Basic Skills Quality Mark, the National Healthy Schools award, Activemark, Investors in People award and the Wirral Inclusion award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This outstanding school is particularly effective. Representative views from parents include, 'The school is fantastic. Teaching and the quality of care are outstanding and my daughter has benefited tremendously.' Though standards are low owing to the severity of pupils' learning difficulties and/or disabilities, achievement is outstanding. Achievement is excellent across the school because the quality of teaching and learning is outstanding. Teachers know pupils' particularly well, both as learners and personalities. Consequently, the work is very closely matched to pupils' interests and offers excellent challenge. Pupils are eager to learn because they like the practical and real-life experiences provided in nearly all lessons. Judging by the skills pupils develop in communication, literacy and numeracy, they are particularly well prepared for the future.

The school has developed an imaginative curriculum that enables all pupils to flourish and achieve as well as they can. Equal importance is given to academic learning and personal development opportunities, and so pupils receive a very well rounded education. A good number of pupils with severe learning difficulties and/or disabilities regularly take part in learning activities at mainstream schools. This demonstrates the school's outstanding commitment to inclusion and very strong community links.

Personal development is exceptional because pupils receive outstanding care, guidance and support from highly dedicated and skilled staff. Spiritual, moral, social and cultural development is outstanding. Pupils love school and this is reflected in excellent attendance and enthusiasm in lessons. Pupils adopt healthy lifestyles particularly well through participating in the Healthy Schools initiative and there is very keen participation in activities such as brain gym, swimming and horse riding. Pupils feel safe and know that they can turn to adults in school if they have any worries about bullying. Pupils' contribution to the community is outstanding. The school council provides pupils with a very strong voice. The school has taken up many of the council's suggestions, for instance, redesigning the playground. All pupils marvel at each other's achievements. For instance, a class led assembly entitled 'Don't worry' included magnificent role plays from class members. As soon as it finished, there was spontaneous cheering at the quality of performances.

Leadership and management are outstanding at all levels. The headteacher's relentless drive and clear vision about achievement has been instrumental in the school's success. Close working with other leaders and managers has established very effective and rigorous target-setting systems across school. The governing body is very supportive and highly experienced in educational matters. They often inject their own ideas into school improvement, for instance, regarding teaching and the use of learning resources. Self-evaluation at all levels is accurate, penetrating and insightful. Any underperformance in the school's work is quickly identified and remedied. The school was judged as good at the last inspection. Many key improvements have taken place since then, most notably to teaching which is now vibrant and has ignited a passion for learning amongst all pupils. These factors demonstrate an outstanding capacity for further improvement. In view of the exceptional outcomes, the school provides excellent value for money.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Excellent provision ensures that children make the best possible start to school life. Children settle into learning routines very quickly because of the stimulating teaching and exceptional care and support provided by staff. Constant praise and encouragement ensures that children develop confidence in learning very quickly. They make rapid progress in all areas of learning, including communication, creative and physical development. Children learn to play with others very well. Good improvements have taken place since the last inspection, for instance, to the accommodation and curriculum. These developments are the result of outstanding leadership and management.

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

- There are no significant areas for development.

## **Achievement and standards**

### **Grade: 1**

Parental comments include, 'My child has made excellent progress at this school and I'm so proud of her.' All pupils make equally impressive progress, regardless of their learning difficulties and/or disabilities, gender or ethnicity. Those with the most complex and severe difficulties move forward in very small steps but their achievements are just as outstanding as other pupils. Every lesson includes opportunities to develop speaking and listening skills and so pupils make exceptional progress in these areas. The spoken word is often accompanied by the use of symbols, pictures and aids that enable pupils to understand and be understood easily. Every opportunity is taken to promote interest in reading for pleasure or information. This is very effective in raising standards in reading and helping pupils to become independent learners. Progress in practical subjects such as science is outstanding because teachers know that pupils learn best through a hands-on approach to learning. Similarly, pupils make very good progress in developing information and communication technology (ICT) skills because of the many chances created for them to use computers.

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

### **Grade: 1**

Pupils' outstanding personal development makes an excellent contribution to learning. Pupils mature into very thoughtful, considerate and principled young citizens as they get older. They demonstrate remarkable consideration for each other. For instance, the school council has helped to create more social opportunities at lunchtimes for pupils with profound learning difficulties and/or disabilities. Pupils develop an excellent understanding of human emotions such as love and hate. They show a high level of compassion and, at times, anger at cruelty and injustice. Pupils have a very good appreciation of diversity and know that this brings richness to life and society through their work on different cultures. The great majority of parents say that their children are managed especially well and that behaviour is excellent.

## Quality of provision

### Teaching and learning

#### Grade: 1

Excellent features of teaching include very effective use of communication aids; presentation that captures pupils' interest; many chances to develop basic skills in literacy and numeracy and lessons that move along quickly. Consequently, pupils are engaged very well in learning and achieve especially well. Teachers have an excellent understanding of the wide variety of learning difficulties and/or disabilities and use this knowledge to plan lessons and ensure that individual needs are always met. Teaching and support assistants are always very active, making an excellent contribution to the success of lessons. For example, pupils worked industriously like 'bees in a hive' during a lesson about following instructions. They made models of cats or dogs with moving limbs, reading instructions carefully with adult support. Progress was outstanding in communication, reading and design and technology. Assessment and marking of work are exceptional. The information collected is used very well by staff to check progress and set challenging learning targets.

### Curriculum and other activities

#### Grade: 1

The curriculum is very carefully tailored to meet the needs, abilities and interests of pupils. Consequently, they enjoy learning and this contributes significantly to the outstanding progress they make. Pupils with significant social, emotional, behavioural and communication difficulties are given excellent additional support so they are able to take part in all aspects of the curriculum. Opportunities to develop basic skills such as communication and numeracy are carefully threaded throughout each lesson. ICT is particularly well planned for and considerably aids learning. Pupils' personal and emotional development, including their knowledge of healthy and safe lifestyles is promoted exceedingly well. The very rich programme of additional activities, both in and beyond lessons, such as circus skills, canoeing and a residential visit, provide exceptional first-hand experiences that pupils greatly enjoy.

### Care, guidance and support

#### Grade: 1

Representative views from parents include, 'Staff go the extra mile at this school.' Levels of care are outstanding and parents acknowledge that this is a significant strength of the school. Teachers and other adults are very aware of pupils' individual needs and provide excellent guidance to help them take a full part in all the school has to offer. Arrangements to safeguard pupils and to ensure health, safety and welfare are clear and regularly reviewed. Physiotherapy and medical care are readily available and this contributes greatly to pupils' well-being. Academic guidance is very effective. Pupils receive immediate feedback about the quality of their work and this boosts their confidence. The management of challenging behaviour is excellent and this ensures that there is no disruption to learning. Praise, reward and encouragement are notable features of each lesson. This successfully raises pupils' self-esteem and motivates them to try hard with their tasks.

## Leadership and management

### Grade: 1

The leadership of the school is successfully focused on raising achievement and promoting the personal development and well-being of all pupils. A sense of common purpose has been established throughout the school. The school has also established a very effective multi-agency forum. This includes representatives from the governing body, staff and welfare agencies. Information about pupils' progress and well-being is shared during forum meetings. This promotes a joined-up approach to removing barriers to learning. Teaching is much improved since the last inspection because of very good procedures for evaluation and sharing good practice. Leaders and managers ensure that teachers assess progress in each lesson with great rigour so that even the smallest achievement is noted. Target-setting systems for pupils are equally rigorous and ensure that all pupils reach challenging targets. The school knows its strengths and areas for development extremely well and has correctly judged itself as outstanding in all areas. Resources such as electronic whiteboards and communications aids are used very effectively to support learning. The school runs smoothly on a day-to-day basis with office staff making an excellent contribution. The school deservedly has an outstanding reputation in the community and parents are very appreciative of the school's work.

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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 |
|---|----------------|

### 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   |
| Effective steps have been taken to promote improvement since the last inspection  | Yes |
| How well does the school work in partnership with others to promote learners' well-being?   | 1   |
| The effectiveness of the Foundation Stage   | 1   |
| The capacity to make any necessary improvements   | 1   |

### Achievement and standards

|  |   |
|--|---|
| How well do learners achieve?  | 1 |
| The standards <sup>1</sup> reached by learners   | 4 |
| 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

|   |   |
|---|---|
| How good is the overall personal development and well-being of the learners?                                  | 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 |
| How well learners enjoy their education   | 1 |
| The attendance of learners  | 1 |
| The behaviour of learners   | 1 |
| 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 the learners' needs?          | 1 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 1 |
| How well are learners cared for, guided and supported?   | 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.

## Annex A

**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 | 1   |
| How effectively leaders and managers use challenging targets to raise standards  | 1   |
| The effectiveness of the school's self-evaluation  | 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  | 1   |
| 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**

Inspection of Ellera Park School, Wallasey, CH45 0LH

Thank you for making us so welcome when we visited your school. We enjoyed seeing your great work in lessons. I am writing this letter to tell you about some of the things we found out about Ellera Park School.

You told me how happy you are at school. This is because the teachers and other adults make sure you are safe and provide lots of exciting things for you to do. The adults give you lots of chances to make things because they know you like to learn like that.

You know what you need to do so that you can be healthy and safe. Your behaviour is excellent. You are really good young people because you care about everyone. I was very pleased to find out about the brilliant changes members of the school council have made and the way they help everyone. Well done!

You have wonderful teachers and this is why you all learn such a lot. The headteacher and other adults in charge of the school are doing a great job so I have given them a pat on the back. Your parents and carers think that Ellera Park is a fantastic school and I agree with them. It is outstanding!