

# New Park High School

## Inspection report

---

<b>Unique Reference Number</b>	106011
<b>Local Authority</b>	Salford
<b>Inspection number</b>	309006
<b>Inspection dates</b>	4–5 March 2008
<b>Reporting inspector</b>	Susan Preece HMI

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

---

<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	68
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Lloyd
<b>Headteacher</b>	Mrs Almut Bever-Warren
<b>Date of previous school inspection</b>	21 November 2005
<b>School address</b>	Off Green Lane Patricroft Eccles Manchester M30 0RW
<b>Telephone number</b>	0161 9212000
<b>Fax number</b>	0161 9212030

---

<b>Age group</b>	11-16
<b>Inspection dates</b>	4–5 March 2008
<b>Inspection number</b>	309006

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

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

## Description of the school

New Park High School is a day special school for boys and girls aged 11 to 16 who have a statement of special educational need because of social, emotional and behavioural difficulties: many also have other learning difficulties and/or disabilities. Most of the pupils had a history of poor attendance before coming to the school and, as a result, their attainment is well below average. There are 68 pupils on roll and 67 of them are boys. Pupils are drawn from some of the most disadvantaged areas in Salford and nearly all are eligible for free school meals. A very large proportion of pupils are involved with external agencies and two thirds have identified mental health needs. A quarter of the school population are looked after by either the local authority or other carers. Most pupils are of White British heritage. A very small number come from minority ethnic backgrounds.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

New Park High School provides its pupils with a good education. Pupils are proud of their school and most are happy to attend. Teaching is satisfactory overall and much is good. The curriculum is effective and enriched by a range of extra activities and good opportunities for vocational learning. Parents responding to the questionnaire were positive and pleased with the high level of care provided for their children. The leadership of the headteacher is skilled and very effective. The strong governing body, supportive local authority, skilled staff and partners in the local community all make major contributions to the success of this school.

Pupils arrive at the school with below average levels of attainment and leave with below average standards. They make satisfactory progress during their time at the school. The overall level of achievement in the school has improved. For example, the 2007 accredited results attained by Year 11 pupils are better than in previous years. Displays and photographs throughout the school of pupils at work and play provide a good reminder of their successes and contributions to the school community. Arrangements for teaching basic skills across the school are now satisfactory. Although the attendance of some pupils remains too low, many pupils make good progress in improving their record of attendance. Pupils in Years 10 and 11 are prepared effectively for the work-place as they develop marketable skills. Pupils learn to take responsibilities and contribute to the school and wider community well. Strategies, such as the system of 'restorative justice', are very effective in making pupils think hard about their attitudes and behaviour. As a result, social and moral development are promoted well. For example, pupils have learnt to accept that if they damage things in school, they have to make it up by offering their services to the school community for tidying around school. In lessons, however, pupils are not always sufficiently encouraged to take responsibility for their own learning. A variety of physical activities and an emphasis on healthy eating promotes pupils' knowledge of staying healthy but pupils do not always put into practice what they have learned in school. Managers have been highly effective in addressing key issues, such as the high number of exclusions and the weak attendance of some pupils. They have created a positive learning environment where there are high expectations for learning and behaviour. However, pupils do not have sufficient opportunities to learn about life in a multicultural society.

Strengths and areas for development are well known and openly acknowledged. The school recognises that it could make better use of lesson observations as a tool to further improve the quality of teaching and learning. Continual improvement is at the centre of the school's ethos and weaknesses identified at the last inspection have been dealt with effectively. The headteacher and staff have a shared determination to raise attainment. The school has good capacity to make the necessary improvements and it provides good value for money.

### What the school should do to improve further

- Use the outcomes from lesson observations to make all teaching good or better.
- Plan lessons so that pupils can take even more responsibility for their own learning.
- Provide more opportunities to prepare pupils for living in a culturally diverse society.

## Achievement and standards

### Grade: 3

Achievement is satisfactory and improving. Given the significant gaps in their schooling and their abilities, pupils enter New Park with standards well below what is expected for children

of their age. Achievement at Key Stage 3 is satisfactory but by the time pupils reach Key Stage 4 progress improves and is mainly good. For those pupils who attend regularly, achievement is even better. Standards in Key Stage 4 have risen since the last inspection but they remain below average. Last year nearly half of pupils in their final year of school achieved five GCSE subjects grades A\* to G, including English and mathematics and almost all achieved one nationally recognised award or Entry Level certificate.

The school makes effective use of its detailed knowledge of how well pupils are learning to ensure that all make steady progress and to set them challenging yet realistic targets. Examples of pupils' work from year-to-year reflect this. The school has improved the assessment of pupils' progress by introducing more robust systems and by ensuring better consistency in assessment. The results are used well to provide high quality individual help for any pupil who fails to make the progress expected. There is no difference between the achievement of different groups of pupils.

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

### **Grade: 2**

Inspectors agree with the school that pupils' personal development and well-being are good. Pupils enjoy their education and are proud of their achievements. Overall, they respond well to the praise and encouragement of staff and the high expectations that are set for them. Pupils know that they are valued and this improves their self-esteem. The attendance of most pupils throughout the school is satisfactory and has improved greatly over time. The number of fixed-term exclusions has reduced significantly and permanent exclusions are rare. Many pupils, for whom behaviour has been very difficult in previous schools, show good progress in settling to work, asking for help and dealing with problems in appropriate ways. In this way they increase their understanding of their own feelings. Pupils develop trust and form good relationships with the adults who help them. Given their difficulties, this is a major achievement for many pupils. Behaviour in lessons and around the school is satisfactory overall and some is good. Most pupils have learnt to understand and accept that there will be consequences of their actions. However, some pupils still regularly take the opportunity to behave unsatisfactorily but such instances are swiftly and effectively managed by staff.

Pupils feel safe and have few worries about bullying. Their social and moral development is good, but insufficient attention is given to preparing students for life in a multicultural society. The school council has worked effectively, such as in helping to design the school football kit and running the tuck shop. Pupils make a positive contribution to the wider community, for example, by tidying the garden of a local primary school, collecting money for a children's home in South Africa and by helping with sports coaching for disabled pupils. These experiences help them to develop some important skills necessary for when they leave school. They learn about the world of work and benefit from links with local colleges and business where they are able to have work experience placements, for example, in a local garage. Pupils respond to the school's efforts to develop more healthy lifestyles: most pupils take part in at least three sessions of physical activity each week. Attendance at lunch-time clubs such as physical education (PE), information and communication technology (ICT), and games is good.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory and much is good. This is in agreement with the school's self-evaluation. Generally, teaching is enthusiastic and staff have high expectations for pupils' learning and their behaviour. Teachers take full account of the individual needs of pupils and work set is usually well matched to their capabilities and learning styles. Behaviour management is sound and very effective. Good use is made of resources, including ICT. There are insufficient opportunities for pupils to learn independently so that they can develop problem-solving skills and take even more responsibility for their own learning.

Staff work well together as a team and teaching assistants provide a good blend of support and challenge, which helps pupils to understand and concentrate on their work. Most staff are skilled at pitching their questions at the right level of challenge for each pupil and this gives the pupils the confidence to answer and learn from their mistakes. The older pupils are particularly enthusiastic learners in their chosen courses, such as art, and design technology and in the on-site bicycle repair shop. Where introductions to lessons are too long, the pace of learning slows and this limits pupils' progress to satisfactory rather than the good progress found in other lessons. Pupils' progress is monitored rigorously on a weekly basis. Pupils are made aware of the National Curriculum level they have achieved and what they need to do to progress to the next level. A pupil profiling system is used well to track achievement in all subject areas on a termly basis. The advanced skills teacher provides useful weekly training sessions for teaching staff to help them improve their practice. Vibrant and attractive displays of art and pupils' work abound in corridors and in some classrooms, and reflect the increased importance staff attach to establishing a high quality purposeful learning environment.

### Curriculum and other activities

#### Grade: 2

The curriculum is good and provides pupils with an enjoyable education. Pupils have good access to a range of external awards, such as Entry Level Certificates, in a number of subjects and the Adult Literacy and Numeracy qualification at all levels, as well as short course GCSEs. The school has introduced an innovative approach to expand the number of vocational courses and opportunities for work-related learning. These include an on-site bicycle repair workshop, supported by the youth service and enterprise sessions. Pupils attend a variety of off-site vocational courses such as motor mechanics and National Vocational Qualification catering and construction courses. On-site work experience is now available in painting and decorating, specifically for those pupils who struggle with off-site college provision. Provision of ICT is good across both key stages.

Over half of the pupils work towards the Duke of Edinburgh Award. The school provides an out of school PE club to pupils who are able to travel independently but attendance is variable. In Key Stage 3, pupils have access to a number of curriculum enrichment programmes to promote self-esteem, achievement and work-related skills. These include outdoor education, drumming lessons, bike workshop and community service options. A strong programme of personal, social and health education and citizenship helps pupils to understand healthy and safe lifestyles. The school nurse and drug counsellors offer group and individual sessions on smoking cessation,

alcohol and drug use and sexual health with the aims of improving the fitness and emotional well-being of all pupils and staff.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Relationships between pupils and staff are good and, consequently, pupils have confidence in the support available should they feel at risk. Daily meetings between staff ensure that they are all made aware of pupils' individual needs. For those pupils in need, detailed individual behaviour plans are in place and strategies are well communicated to staff and families to promote consistency. In particular, the school is vigilant in safeguarding the most vulnerable amongst its pupils. When necessary it plays an active part in marshalling support from external agencies for pupils, families and carers who are in difficulty. Pupils are given good support and advice about careers. Regular input from Connexions contributes further guidance as pupils move towards leaving school. Any incidents of bullying are dealt with swiftly and effectively. The school won first prize, against other mainstream schools in Salford, in a competition to design a graffiti wall display about bullying. A strong ethos of pastoral care promotes pupils' health and well-being.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good, most notably the very clear vision and direction provided by the headteacher and the successful behaviour management by all in school. The recent restructuring of the senior management team provides clarification and increased accountability about roles and expectations. Managers work well together and, as a result, self-evaluation is reflective and mainly accurate. This school knows what it needs to do to improve. A number of coordinators are new to their post but there are clear signs that they are having a positive impact on the school and that standards are improving as a result. Development planning is effective, combining the personal and academic needs of the pupils.

The regular monitoring of teaching and learning identifies good practice and supports the professional development of staff. However, the rigorous analysis of the results of these lesson observations is under-developed. Quality assurance processes have not yet secured the improvements necessary to make teaching consistently good. Subject leaders ensure that resources are effectively deployed and that department priorities inform planning. Communication within school is good. Strong and productive links with a wide range of external agencies support the well-being of the pupils and raise their aspirations. The local authority provides very good support and monitoring of the school. Governors are effective, providing a very good balance of support and challenge. Comprehensive policies and clear guidance ensures that safeguarding and the health and safety of pupils and staff is a high priority. Financial management is effective. New Park has recently achieved the Financial Management Services in Schools qualification.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## 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?	2
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?	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

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

### The quality of provision

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
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
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**

Thank you for making me feel so welcome when I visited your school. You were keen to tell me about all the good things that happen there and I agree with you, New Park High School is a good school. These are just some of the things I found during my visit.

When you arrive at the school the staff do a lot to help you settle in and become part of the school. Every school needs a leader and I think that you have a special one in your headteacher. The leadership team, staff and governors are guiding and supporting you well so that you can learn more and make a difference to your future I asked your parents and carers for their views of your school. They have confidence in the work of the school in caring for you.

These are the main points that I have asked the school to improve.

- Make all teaching good or better.
- Plan lessons so that you can take even more responsibility for your own learning.
- Provide more opportunities to prepare you all for living in a culturally diverse society.

You are right to be proud of your school and I wish you lots of success for all that you do in the future.