

Greenmead School

Inspection report

Unique Reference Number	101099
Local Authority	Wandsworth
Inspection number	335655
Inspection dates	7–8 July 2010
Reporting inspector	Mike Smith

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

Type of school	Special
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	36
Appropriate authority	The governing body
Chair	Lindsay Field
Headteacher	Gail Weir
Date of previous school inspection	15 May 2007
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Introduction

This inspection was carried out by one additional inspector. The inspector observed eight lessons, including one jointly with the headteacher. Seven teachers were observed in addition to a range of therapists, including a speech and music therapist. Meetings were held with governors, senior leaders, staff, including a wide range of support staff, a parent and the school council. The inspector observed the work of the school, checked pupils' books, and the system for tracking their progress in their learning and in their personal development. A wide range of documentation was also examined, including school policies, planning and self-evaluation documents, and those relating to safeguarding and other statutory requirements. In addition, the inspector scrutinised questionnaires received from 22 parents and carers and 11 staff.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- whether all pupils are challenged to achieve as well as they are capable, both in their learning and in their personal development
- whether the use of assessment information informs planning to meet all individual needs and drive pupils' progress
- whether safeguarding procedures are of the highest standard.

Information about the school

Greenmead School provides for pupils who have a statement of special educational needs as a result of their physical disability and a combination of communication difficulties, sensory impairment and complex medical needs. Just over a half of pupils come from the local authority, with the remainder coming from other boroughs. The ethnic make-up of the pupils reflects the local community, with most coming from White British families and a small number coming from other ethnic groups. The proportion of pupils known to be eligible for free school meals is well above average and around a third of pupils do not speak English as their first language. The school benefits from a range of on-site therapy support. Since the last inspection, the school has moved into a new purpose-built building under a new headteacher. The school is involved in outreach support to other schools and it has gained the Healthy Schools award and Active mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Greenmead is outstandingly successful and effective in meeting the learning and personal development needs of all its pupils. High expectations drive improvements and the school fully meets its aim of providing a happy, safe and caring environment for pupils and staff. The quality of care, guidance and support is outstanding. It does this through a carefully planned, coordinated and professional approach to supporting pupils' individual needs, which is driven by meticulously recorded data on their progress and the outstanding, consistent and trusting relationships between all adults and pupils. Parents and carers are wholeheartedly appreciative of the way that the school is helping not only their children, but themselves as well. A parent, reflecting the views of many, said, 'Greenmead is an outstanding school. It has exceeded my expectations in almost every way. The staff are dedicated, enthusiastic, open to learning themselves, but most importantly, my child has made more progress in one year here than most people predicted in his lifetime.'

The headteacher and all staff, along with very well informed and proactive governors, have been extremely successful in creating a positive community with a strong sense of purpose where high expectations are ever present. Consequently, staff morale is extremely positive and team work between teachers, support assistants and therapists is excellent. The overall well-being of pupils and their progress in learning is central to all the school's actions, and leaders have effectively established systems which underpin a 'can do' mentality. The school has developed robust processes for monitoring, recording and self-evaluation. The school has excellent capacity to improve even further. Information of pupils' progress is scrupulously scrutinised to identify any barriers to learning or to evaluate the impact of different interventions on their progress and achievement. This represents excellent progress since the last inspection. There has been a consistent drive to improve the quality of teaching and learning and the outcomes for pupils. The school benefits from the integrated working of the school therapists and medical staff, enabling all pupils to gain access to quality support for their individual needs. All the staff know the pupils very well. Pupils feel safe and secure in the school and confidently approach any member of staff with any worries. The school effectively promotes community cohesion and pupils are regularly exposed to world-wide current affairs and diverse cultures.

Pupils make excellent progress in their spiritual, moral, social and cultural development because these aspects form the very foundation of their daily formal and informal interactions with adults. Teaching and learning are of a consistently high standard, with effective procedures in place to assess how well pupils are doing and to set challenging targets to enable them to achieve as well as they are able. The curriculum provides a

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varied and relevant range of learning opportunities that successfully motivate pupils to participate fully. The effective use of a range of external specialists adds variety to their learning experiences. For example, artists in residence work with all classes to produce large displays throughout the school. In addition, the school successfully integrates 'conductive education' into all learning activities in the Early Years Foundation Stage and Years 1 and 2, which particularly supports those pupils with Cerebral Palsy and other motor disorders. However, some essential knowledge and skills are not being supported and reinforced consistently in all subjects and the school is currently looking at a more effective way of managing and monitoring the curriculum to ensure that this happens. Pupils initially arrive performing well below that of their mainstream peers in most areas and particularly in their communication skills. However, very careful tracking of the small steps of their progress clearly demonstrates that the great majority of pupils acquire knowledge, develop understanding and learn and practise skills exceptionally well. Pupils like coming to school and their attitudes towards work are outstanding. Their behaviour is outstanding and pupils respond well to the calm and skilled approach of staff to managing their behaviour. Pupils are proud of their work and the improvements that they make. The chairperson of the student council commented to the inspector, 'I like all the staff and all the activities in the school.' There are excellent links with local mainstream schools and those pupils able to benefit from some integration are given every opportunity to do so with appropriate support.

What does the school need to do to improve further?

- Establish clear monitoring responsibilities to ensure all subjects reinforce the essential knowledge and skills that pupils require to support their learning.

Outcomes for individuals and groups of pupils**1**

Pupils clearly enjoy their experience of school and achieve extremely well. In lessons they work hard, behave well and show considerable enthusiasm for learning. As a result, helped by outstanding teaching and support, they make excellent progress. Children admitted into the Early Years Foundation Stage are nearly always at the very earliest stages of learning and development. Pupils admitted later are sometimes more-able, but it is very unusual on admission for pupils of any age to be working at a level measurable within the National Curriculum. Progress for some pupils is measured in terms of response to prompts or reaction to stimulus. Teachers and support staff are very careful to make sure that these signs of progress do not go unnoticed. Other pupils make good and often outstanding progress because they receive excellent, skilled support and tasks are carefully tailored to their needs. Many of these pupils make excellent progress from a very low starting point to the higher points of scales that record attainment below Level 1 of the National Curriculum. Other, more-able, pupils may well reach the lower National Curriculum levels before they leave the school. Some of these pupils are helped through inclusive links with mainstream schools, an initiative that the school is keen to extend further. Great care is taken to promote equality of opportunity. Boys and girls

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achieve equally well, as do pupils from different minority ethnic backgrounds. The low attendance of a tiny minority is the commonest limiting factor to better progress. This is often related to fragile health or home circumstances. The great majority of pupils attend well.

Pupils enjoy their nutritious school meals, made specifically for their medical needs, eat plenty of fruit and understand how important it is to take regular drinks. Those with the greatest physical or learning needs are given skilled support by staff to help them make their needs known. Mealtimes provide ideal opportunities for pupils to develop their social and independence skills and to play an important part in the school community. Through a range of activities, for example the student council, charity work and having their art work displayed in the local community, pupils are prompted to develop an understanding of the school community, the wider community, and each other's cultures. Such activities make the pupils feel valued for making a difference and they enjoy receiving certificates to show their involvement.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	*
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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How effective is the provision?

The quality of teaching observed during the inspection was outstanding. Monitoring reports suggest teaching has been improving and is now consistently good and frequently outstanding. Teachers, support staff and therapists work effectively together and are deployed to ensure pupils' individual physical, behavioural and learning needs are met effectively. This results in attentive pupils who are keen and motivated to learn. Staff are skilled in promoting communication through the use of different aids, including signing, objects of reference and the use of PODD (pragmatic, organisation, dynamic display). The latter is effectively supporting a dramatic improvement in many pupils' communication. A parent commented, 'PODD has made a huge improvement to our family. It has allowed us to laugh together, cry together and has removed the communication barrier we had with our son. It has allowed our son to have an opinion, share his humour, emotions, and discuss things he cares about.' Teachers are clearly aware of the different ways individuals learn and ensure pupils are suitably challenged. Computers and other technological aids are used well, often as a means of promoting independent learning. Assessment procedures are excellent, with staff taking care to record every sign of progress, however small.

The curriculum is very relevant and innovative in motivating learning and is enhanced by very good off-site learning opportunities and visiting specialists, such as a music therapist. Most activities in and out of the classroom enrich pupils' learning and add considerable enjoyment to their experience of school. The school is rightly aware that pupils' experiences can be enhanced by extending the range of outside play activities during the day. A number of lunchtime clubs enrich the learning experiences, such as Brownies, music and cookery. The timetable is punctuated by valuable short sessions, where social development, communication, therapy or eating programmes form the learning focus.

The outstanding care, guidance and support are central to the success of the school. Excellent attention is given to individual needs. When pupils are seen to be struggling for any reason they are rapidly given appropriate support by school staff or, when needed, by other agencies and professionals, whose work is coordinated efficiently by the school. Great care is taken to involve parents in all important decisions and to involve them in their children's education and development. Particularly reassuring support is given to the most medically fragile pupils. Parents and carers are unanimous in believing that their children are being well prepared for future changes, whether they are movements within the school or changing school.

These are the grades for the quality of provision

<p>The quality of teaching</p>	<p>1</p>
<p>Taking into account: The use of assessment to support learning</p>	<p>1</p>
<p>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</p>	<p>1</p>

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The effectiveness of care, guidance and support	1
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How effective are leadership and management?

The headteacher, senior managers and governors have been highly effective in monitoring and evaluating the school's provision and establishing successful systems to effect sustained improvement. The headteacher sets very high standards for herself, her staff and the pupils. A sense of optimism runs throughout the school with staff expressing pride in working there and sharing a strong desire to make pupils' lives better. Careful monitoring of, and subsequent support for, the quality of teaching ensures it continues to improve and, with it, pupils' achievement. Opportunities for appropriate professional development ensure that staff have the relevant skills and knowledge to meet pupils' needs. These include, for example, the promotion of PODD, conductive education and the pursuit of ever-improving strategies for assessing pupils' progress.

Established links with mainstream schools benefit both pupils and staff. Exceptional practice in implementing all aspects of safeguarding prevails and is in line with government requirements. Rigorous and effective child protection procedures are in place and meticulous care is taken to ensure that the school provides a safe and secure environment for everyone. Parents express total confidence in the school. There is no discrimination and equality of opportunity is central to the ethos of the school, with careful and systematic monitoring of all groups of pupils to ensure that no one falls behind. The school aids community development through providing training opportunities, which allow consistent approaches at home and in school. Pupils and staff from a wide range of backgrounds get on well with each other and together create a caring learning environment. Community cohesion is promoted through the curriculum and the wide variety of external providers, enabling pupils to appreciate working and living alongside people from different backgrounds. Examples include the school's connection with UNICEF and its links with a school in Uganda. The school uses its resources effectively and provides excellent value for money. Other schools greatly appreciate the outreach support provided by the school for their pupils with complex needs and the school is looking to extend the opportunities to share more widely some of its particular strengths, including its tracking procedures and regular analysis of pupils' progress and achievement.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1

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The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children entering the Early Years Foundation Stage often do so at a considerable disadvantage in life. The nature of their needs and difficulties has often been evident from birth. Attainment on entry is usually at the very earliest stages of learning and development, often measured in response to stimulus. Increasing numbers of children are being admitted when, from a very early age, they are identified as not having the communication skills expected of children their age. From these points of disadvantage, children make excellent progress because they are well taught, supported and challenged in a stimulating environment. Effective learning takes place within the classroom and in the well-resourced outside area. Leadership and management of the Early Years Foundation Stage are excellent, with roles and responsibilities being distinctly identified, enabling a strong identity and sense of purpose. Through being exposed to conductive education, children learn to be problem-solvers and are encouraged to find ways of overcoming their specific difficulties. Children receive the same exceptional care, guidance and support that are accorded all other pupils in the school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Just over half of parents and carers responded to the inspection questionnaire. In addition to the questionnaires received, the inspector scrutinised parents' responses at annual review meetings and met with a parent while in school. Responses are very

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supportive and positive, acknowledging that the school helps both them and their children. Respondents clearly think that the school is doing an excellent job in helping their children succeed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greenmead School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 22 completed questionnaires by the end of the on-site inspection. In total, there are 36 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	82	4	18	0	0	0	0
The school keeps my child safe	21	95	1	5	0	0	0	0
The school informs me about my child's progress	18	82	4	18	0	0	0	0
My child is making enough progress at this school	13	59	9	41	0	0	0	0
The teaching is good at this school	15	68	7	32	0	0	0	0
The school helps me to support my child's learning	13	59	9	41	0	0	0	0
The school helps my child to have a healthy lifestyle	12	55	7	32	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	45	10	45	0	0	0	0
The school meets my child's particular needs	14	64	7	32	1	4	0	0
The school deals effectively with unacceptable behaviour	12	55	6	27	0	0	0	0
The school takes account of my suggestions and concerns	12	55	6	27	0	0	0	0
The school is led and managed effectively	14	64	7	32	1	4	0	0
Overall, I am happy with my child's experience at this school	18	82	4	18	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 July 2010

Dear Pupils

Inspection of Greenmead School, London, SW15 6HL

Thank you for making me feel so welcome during my recent visit to your school. I really enjoyed watching you work so hard in your lessons and getting on so well with each other. I was delighted to see you are so happy and enthusiastic in all your different activities. You are kept safe and are very well supported by all adults. You are all making excellent progress in your learning and personal development and you and your parents are quite rightly proud of your outstanding achievements.

There are some other things that are particularly good about your school:

- the excellent leadership of the headteacher, governors and senior staff, who have been very successful in improving the learning opportunities that you receive
- the range of learning resources that help you improve your communication
- the excellent teaching and support in lessons that enable you to do so well
- the brilliant relationships that you have with staff and the excellent support, guidance and care which they give you
- the excellent support you receive from all the therapists in the school
- the excellent way your progress is monitored and recorded
- the way you are challenged in all your activities to do your very best
- the close working links and support that the school has with your parents and carers.

The school is aware that it can improve further and I have asked staff to:

- ensure you are able to practise your essential skills and knowledge in all subjects and learning activities.

Well done, you are delightful children and you go to a fantastic school.

All good wishes for your future.

Yours sincerely

Mike Smith

Lead inspector

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