

# Green Park School

## Inspection report

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<b>Unique Reference Number</b>	104415
<b>Local Authority</b>	Wolverhampton
<b>Inspection number</b>	336303
<b>Inspection dates</b>	9–10 March 2010
<b>Reporting inspector</b>	Jeffery Plumb

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>	3–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	103
Of which, number on roll in the sixth form	22
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barry Bond
<b>Headteacher</b>	Paul Brookes
<b>Date of previous school inspection</b>	11 October 2006
<b>School address</b>	Green Park Avenue Stowlawn Bilston
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors spent six hours and ten minutes looking at learning. They saw 14 teachers and observed 15 lessons. They held meetings with the Chair of Governors, pupils and staff focus groups. They looked at an extensive range of evidence including data on pupils' progress and attendance, care and feeding plans, safeguarding policies, learning journals, the school's improvement plan, two case studies of pupils in vulnerable circumstances and 55 parent and carer questionnaire returns. They observed the transport arrangements at the end of the day.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of the provision in the new assessment nursery
- the progress made by the different disability groups of pupils within the school
- the use of assessment data to plan specific learning outcomes for pupils in lessons.

## Information about the school

Green Park School provides for pupils with severe and profound and multiple learning difficulties. The Early Years Foundation Stage provision is new and consists of an assessment nursery for six children undergoing assessment. All other pupils have a statement of special educational needs. The majority of pupils are boys. The proportion of pupils from minority ethnic groups is well above the national average, as is the number from families where English is not the home language. The proportion of pupils eligible for free school meals is above the national average. There are six children who are looked after by the local authority. The school is waiting to begin a phased move into a new building sharing the site with a mainstream primary school and community centre. At the time of the inspection the school was led by the deputy headteacher as acting headteacher.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Green Park School provides a good quality of education. Each pupil is viewed as an individual who can learn, succeed and realise his or her full potential. Health and educational professionals ensure that the care needs of pupils are exceptionally well met so as to maximize their independence and give them as much dignity as possible in taking control of their lives. Modifications to feeding equipment and adaptation of switches combine successfully to give pupils the opportunity to express themselves and move about as independently as possible. Every barrier to learning is overcome to equip pupils to become successful young adults. All pupils, including those pupils with complex profound and multiple learning difficulties, make good progress in their development of communication and independence skills. The curriculum is skilfully adapted to their needs and supports them exceptionally well in developing important life skills and in enabling the older pupils to make good progress in their accredited courses, such as the Award Scheme Development and Accreditation Network (ASDAN). Consequently it equips them to be as independent as possible in adult life. Parents are very pleased with what the school achieves for their children.

Good teaching moves pupils on rapidly in developing important life skills. However, on rare occasions teachers and teaching assistants do not use assessment in lessons sufficiently to move pupils on to the next stage of learning. Occasionally, teachers and teaching assistants provide the answer before pupils have time to respond to a question using the communication method most appropriate to them. This slows down pupils' learning. The new Early Years Foundation Stage provision is beginning to build an effective staff team. Staff recognise that they have yet to match the Early Years Foundation Stage Profile to the range of complex needs of the children in the assessment nursery.

Community partnerships are outstanding and very significantly benefit the pupils. The governors drive inclusion and are rightly proud of what they do to move as many pupils on to a school for pupils with moderate learning difficulties to extend their learning. This deeply reflective school community works ceaselessly to bring about improvements. The school's self-evaluation is detailed and based on effective monitoring of its work. These factors and the success of recent decisive actions taken to raise achievement, such as improving writing in Key Stage 1 and bringing attainment in Key Stage 2 in line with the rest of the school, demonstrate a good capacity for sustained improvement and good value for money.

**What does the school need to do to improve further?**

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- Raise pupils' achievement by:
  - ensuring that all teachers give pupils sufficient time to process information and avoid intervening too quickly before they offer a response
  - ensuring that all teachers use assessments in lessons speedily to re-align their teaching to move pupils on to the next important small step of learning.
- Improve the provision in the Early Years Foundation Stage and accelerate children's development and learning by:
  - developing an appropriate system to track the very small steps of progress children make and use this data to re-align teaching practice
  - ensuring that the early years' team use their observations of gains in children's learning immediately to move the children on to the next stage of development and learning.

**Outcomes for individuals and groups of pupils****2**

All groups of pupils make good gains in learning in the vast majority of lessons. From very low starting points, pupils make good progress in English, mathematics and personal, social and health education (PSHE). Pupils make good progress in literacy and communication skills. As pupils communicate their needs with increased independence, their confidence and self-esteem improves. Pupils with profound and multiple learning difficulties request support by using communication aids and switches. Those with severe learning difficulties (SLD) read symbols to access learning and by the end of Key Stage 4 the vast majority of those with severe learning difficulties can write shopping lists. In mathematics pupils learn well and make good progress because resources are well chosen to ensure they access learning. For example, pupils with profound and multiple learning difficulties track light lines and the vast majority of those with SLD shop using money and understand the importance of waiting for change. Good information and communication technology skills enable pupils to access learning across a wide range of subjects. For example, in drama, pupils use switches to operate equipment to introduce sounds to bring the setting of the play alive. Older pupils achieve success in a range of accredited courses including modules awarded by Oxford Cambridge and RSA examinations (OCR and the ASDAN award. All pupils find suitable placements, appropriate to their capabilities, when they leave school. This reflects the excellent support they receive from an external careers adviser and the success of the school in equipping them with the skills required to be independent young adults.

Pupils enjoy school as evidenced by their smiling faces and good attendance. Authorised absence has reduced significantly because of an increase in medical treatments provided at school instead of a clinic. Behaviour is good and contributes to pupils' positive engagement with learning. Pupils make a valuable contribution to the community through their work experience placements, for example as they improve the garden areas in a local park. The pupils say confidently that they feel very safe at school and through the school council they have contributed most effectively to the school's staying safe policy. Many pupils have improved their mobility skills and been successfully

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encouraged to, as far as possible, feed themselves with a degree of independence. This combined with specialist physical education programmes enable them to adopt very healthy lifestyles. Pupils are equipped well with work-related skills, within their capabilities, to enable them to live as independently as possible when they become adults. Pupils' spiritual, moral, social and cultural development is good. Their involvement with mainstream peers in a yearly multi-faith celebration for the town's mayor, contributes well to their understanding of cultural diversity.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

The vast majority of teaching is planned well to meet pupils' needs. It engages pupils' interest and successfully accelerates their learning. However, on rare occasions teachers and teaching assistants intervene too early to support pupils and fail to give them sufficient space to respond to a choice. On these few occasions pupils' learning is

<sup>1</sup> 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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slowed. Careful positioning, modifications to equipment and access to a wide range of switches and touch screens enable pupils to improve their communication skills and make choices. Assessments on pupils' achievements are used in most lessons to challenge and move them on to the next relevant step in their development. However, in a few lessons, pupils are not challenged quickly enough to extend their learning.

Personalized and tailor-made curriculum programmes meet pupils' personal and academic needs well. Flexible planning enables pupils in Years 10 and 11 to access a good range of accreditation, including college courses alongside their mainstream peers. This equips them with important home and work related skills such as cooking and painting and decorating. There is a small horticulture project, although the school recognises that opportunities to develop pupils' business enterprise skills are limited. Creative partnerships with local schools enrich the curriculum through the provision of interesting art, dance and music experiences which include all pupils.

Very effective collaborative working and communication between health professionals, social workers and educational staff ensure that pupils care needs are exceptionally well met. As a result, obstacles to learning are removed and pupils' independence is maximised through well conceived programmes in communication, feeding and mobility. An extensive range of parent workshops led by staff at the school effectively support parents and carers in helping their children develop and learn. Parents and carers views are summed up by the parent who says, 'I think Green Park is an amazing school, which has worked wonders for my son'. Outstanding personal care plans ensure that pupils' hygiene and medical needs are met with total dignity. Skilfully trained staff lift pupils using hoists and slings very carefully to ensure their safety in transferring them from specialist chairs so that they can maximize the use of their legs with independence. Induction procedures, including home visits, are outstanding as are arrangements for sixth form students as they prepare to leave school. External careers guidance is excellent and exceptionally well geared to the complex needs of the pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The acting headteacher supported by a dedicated staff team has successfully developed the leadership skills of middle managers. All leaders are clear about their roles and responsibilities and make a valuable contribution to raising pupil achievement. He has successfully ensured that all staff ambitiously drive improvements forward to enable

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pupils to reach their potential and achieve success. All staff promote a vision which focuses on removing obstacles to learning for pupils with very complex special educational needs. Pupils are placed at the centre of the school's life and equipped, as far as is possible, to become lifelong learners. Monitoring of teaching is shared by senior and middle managers, but it is not always sufficiently focused on the features of teaching that impacts positively or adversely on how pupils learn. Some leaders, who monitor teaching, recognise that they require further development for the task. Equality of opportunity lies at the heart of this school and inclusion with mainstream peers in schools and colleges and in community activities is a strong feature of the school's provision. Race relations are excellent. Very effective procedures and management systems are in place to ensure pupils are secure and safe and child protection procedures fully meet government requirements. Risk assessments, including those for pupils' medical needs, are thorough and detailed.

Partnerships with local businesses, colleges and schools very significantly enhance the pupils' curriculum. Families are well supported in helping their children to learn. Provision for community cohesion is good. Governors, staff, pupils and parents have developed a clear action plan focusing on raising awareness of disability locally, nationally and globally. The recent star award for 'This is Me' where pupils created a film outlining their needs in relation to their disabilities has supported a developing empathy within the local and wider community. Governance provides a good balance between effective support and challenge and has been instrumental in enabling the acting headteacher move seven pupils on to a school for pupils with moderate learning difficulties.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>



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## Early Years Foundation Stage

The members of the Early Years Foundation Stage team are new and recognise that there is much to do to develop the provision. They expected to start this provision in the new build and currently are constrained by the limitations of the existing site in respect of providing a high quality outdoor environment, which is currently only satisfactory. Curriculum planning and assessment are evolving, and there are many strong features, but a coherent system to track the very small steps of progress the children make is not yet secure. However, individual children make rapid gains in important areas such as lifting an arm to feed themselves with independence, tolerating a chair which gives them greater freedom and walking with less adult help. The team recognises the need to work together more effectively in the classroom and give the children far more time to respond to stimulus and so raise their achievement. Assessments of progress are being made with increased immediacy, but not all staff yet have the confidence to challenge the children to move forward with the next important steps of development. Leadership ensures that the learning and welfare requirements are satisfactorily met. The leader recognises the need to adapt the Early Years Profile to more effectively meet the needs of children with such complex needs.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Sixth form

Sixth form students are taught in three classes. All students develop important life skills in accordance with their capabilities. Good teaching based on developing everyday life skills and suitable accreditation, ensures students make good progress and are as well equipped as possible to cope independently in the adult world. They visit the local supermarket, travelling on public transport with adult support to purchase food items from their shopping lists. They learn about cause and effect in daily living as they use the buttons to operate a washing machine to do their own laundry. The highest achievers also iron their clean clothes. Using communication passports students communicate with members of staff and the public at the local community leisure centre. The most able research on the computer the opening times of the swimming baths to plan their recreational visits. They mix socially with mainstream peers at college and gain in confidence as a result of doing so. They learn enterprise skills as twice a week they plan, prepare and cook tasty lunches and sell them to staff at school. They

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develop thinking skills as they solve problems in their mathematics lessons and learn to cope independently with members of the public, through for example packing bags at the checkouts in local supermarkets. They gain a wide range of external accreditations, which equip them well to cope in the adult world.

The quality of care and support students receive is outstanding. Transfer to the next stage of their learning, on leaving school is outstanding and fully involves the students and their families in the decision making process. The leadership and management of the sixth form are good, but a small amount of teaching lacks challenge and on such occasions students' learning is slowed. The leader recognises this and there is an appropriate plan in place to develop the sixth form team so that all teaching is of a consistently high standard at all times.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

**Views of parents and carers**

Questionnaires returned demonstrate that parents and carers are very pleased with what the school achieves for their children. Their views are exemplified by the comments, 'Wonderful school, faultless in every aspect', and 'The staff team are focused and show dignity and respect for all'. Inspectors agree with parents' and carers' views and evidence confirms that they have every reason to be delighted with this good school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Green Park 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 inspection team received 55 completed questionnaires by the end of the on-site inspection. In total, there are 103 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	82	8	15	1	2	0	0
The school keeps my child safe	40	73	15	27	0	0	0	0
The school informs me about my child's progress	38	69	16	29	1	2	0	0
My child is making enough progress at this school	32	58	22	40	1	2	0	0
The teaching is good at this school	37	67	18	33	0	0	0	0
The school helps me to support my child's learning	37	67	16	29	2	4	0	0
The school helps my child to have a healthy lifestyle	37	67	18	33	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)	34	62	17	31	0	0	0	0
The school meets my child's particular needs	43	78	12	22	0	0	0	0
The school deals effectively with unacceptable behaviour	33	60	20	36	0	0	0	0
The school takes account of my suggestions and concerns	32	58	23	42	0	0	0	0
The school is led and managed effectively	38	69	16	29	1	2	0	0
Overall, I am happy with my child's experience at this school	44	80	10	18	1	2	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



11 March 2010

Dear Pupils

Inspection of Green Park School, Bilston, WV14 6EH

We really enjoyed our visit to your school. We think your school is good and cares for you exceptionally well. It helps you to be as independent as possible and equips you to cope with adult life.

Here are the positive things we found:

You have lots of interesting things to do, both in the classroom and the wider community which help you develop important life skills such as shopping, cooking and washing your clothes.

You love coming to school.

You are supported and encouraged to say what you want by yourselves using pictures, signs, communication aids and speech.

You are encouraged to take responsibility for your own safety and recognise the importance of keeping healthy.

The care you receive with your medical needs is fantastic.

Here are the things I have asked your teachers to do to make your school better:

To make sure that all of your teachers give you enough time to respond to questions.

To ensure that you are always challenged in lessons to do the very best you can.

To develop a better way of recording your progress and to ensure teachers use observations of what you can do in your activities to move you to the next step in learning.

Please help by always doing the very best you can at school. Thanks again for being so kind and nice to us when we visited your school.

Yours sincerely

Jeffery Plumb

Lead inspector

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