

Camberwell Park Specialist Support School

Inspection report

Unique Reference Number	105606
Local Authority	Manchester
Inspection number	336528
Inspection dates	4–5 May 2010
Reporting inspector	Saleem Hussain

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

Type of school	Special
School category	Community special
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	The governing body
Chair	Mr John Sibbald
Headteacher	Ms Mary Isherwood
Date of previous school inspection	20 September 2006
School address	Bank House Road Blackley Manchester M9 8LT
Telephone number	0161 740 1897
Fax number	0161 740 3473
Email address	head@camberwellpark.manchester.sch.uk

Age group	2–11
Inspection dates	4–5 May 2010
Inspection number	336528

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 12 lessons and observed every teacher. Inspectors also held meetings with governors, staff, and the school council. The inspectors observed the school's work and looked at documentation, including the school's self-evaluation, its plans for improvement, records related to safeguarding and the school's data on pupils' progress. The inspectors took into account 41 questionnaires from parents and carers. Inspectors also read questionnaire responses from staff and pupils.

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

- the learning of different groups of pupils
- the school's outreach services
- the range of courses available for parents and carers.

Information about the school

Camberwell Park is a designated specialist support school. It provides for pupils with severe or profound and multiple learning difficulties, and complex communication difficulties including autism. Many pupils have severe medical needs. The school also maintains a small number of places for pupils with emotional, behavioural and social difficulties. All pupils have a statement of special educational needs or are undergoing full assessment. The proportion of pupils known to be eligible for free school meals is above average. The number of pupils from minority ethnic families who speak English as an additional language is high but, like their peers from English speaking families, many are non-verbal. There are 11 classes, including three which include children in the Early Years Foundation Stage. The school has gained the National Healthy Schools Gold Award. It also has the Eco-Schools, Sports Activemark, Investor in People status and Financial Management in Schools awards.

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

This is a wonderful school. The result of the outstanding curriculum, care, guidance and support is that pupils make good progress in their learning and their personal development is outstanding. The very high commitment to inclusion, shown by leaders and shared by all staff is reflected in all the school's work. The school was judged as good at the last inspection. Many aspects of personal development are now outstanding and attendance has improved from satisfactory to good. Leaders and managers have tackled the areas for improvement identified at the last inspection very effectively. The whole track record of improvement demonstrates clearly the ambition and drive that senior leaders provide. Self-evaluation is very rigorous and accurate. The school is fully aware of its strengths and areas for development and plans very carefully to remedy any areas of relative weakness. The school recognises that, although community cohesion is good, there are not enough global links. Despite this, the school demonstrates an outstanding capacity to improve further.

Pupils are marvellous ambassadors for their school. For example, a small group confidently led a tour of the school at the start of this inspection and also introduced the final meeting between the school and inspectors. Spiritual, moral, social and cultural development is outstanding and makes an excellent contribution to learning. Pupils quickly come to terms with their special educational needs and/or disabilities and develop a remarkable inner strength and determination to take advantage of all that the rich and imaginative curriculum offers. Pupils feel passionate about issues such as human rights, justice and respect. Their appreciation of different cultures and racial harmony within school are outstanding. Pupils' attitudes to learning and their behaviour are exemplary.

The quality of teaching is consistently good and ensures that pupils are motivated and engaged effectively. The great majority of teaching is securing good progress. The school knows that there is insufficient pace in some lessons which limits pupils' progress to good rather than outstanding. Support and guidance for pupils are very well targeted and enable them to make the best of the opportunities provided by the school. Pupils are treated as unique individuals, with dignity and respect at all times. This ensures that pupils develop their self-confidence very effectively because they know that they are always at the centre of attention. The school's outstanding work with families and partnerships with a range of welfare and support agencies ensures that pupils can sustain their learning, development and well-being, despite their severe learning difficulties. These aspects reflect very well the school's specialist status.

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

What does the school need to do to improve further?

- Increase the pace of work in lessons to ensure that overall progress becomes outstanding.
- Further promote community cohesion by developing more overseas links.

Outcomes for individuals and groups of pupils

1

Although pupils' special educational needs and/or disabilities mean that they do not reach the levels of attainment reached by pupils of a similar age nationally, the very large majority make good progress from their starting points. Progress in literacy, numeracy, and information and communication technology (ICT) is good. This ensures that pupils are well prepared for their future economic well-being. Communication and language development is always a very strong focus in learning and so pupils make very good progress in this area. The spoken word is accompanied by the use of pictures, symbols and other aids that enable pupils to understand and be understood. Pupils are very keen to do well, apply themselves diligently in lessons and show immense pride in their work. All pupils achieve equally well, regardless of their particular special educational needs and/or disabilities, ethnicity or gender. Pupils with profound and multiple learning difficulties, for example, move forward in very small steps. Their achievements are just as good as those with other learning disabilities who might make quicker progress.

Pupils are happy and enjoy school life very much. They have an excellent knowledge of healthy lifestyles as a result of the very good support and teaching they receive in this area. Pupils make very good choices of snacks at break-times and love physical activities such as hydrotherapy. They have a very good understanding of what constitutes unsafe situations and feel very safe and secure in school. Pupils have the utmost trust and confidence in the adults around them to resolve any problems. They are very proud of and committed to their school and wider community. The school council makes a very strong contribution to school improvement, for example their suggestions about changes to school rules and uniform were valued and have been implemented. All pupils are keen to take responsibility for themselves or others within the constraints of their special educational needs and/or disabilities. Recycling monitors in each classroom are very conscientious.

These are the grades for pupils' outcomes

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.

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

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	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers know pupils' personal and special educational needs well and use this knowledge well to plan for effective learning. Teaching assistants provide well focused support and make a significant contribution to the good quality of learning. Teachers capture everyone's attention from the start of lessons through good presentation of work and this ensures that pupils engage well in learning. All groups are encouraged to learn by using all their senses. In an outstanding lesson, pupils with profound and multiple learning difficulties could hardly contain their excitement as they formed a circle and safely held onto a large textile to experience a circus trampoline. Good assessment procedures ensure that pupils' performance is monitored carefully and effective adjustments are made in lessons to ensure that all groups of pupils are challenged well. However, the pace of learning is slower in some lessons and this restricts overall progress to good rather than outstanding.

The curriculum provides a vast array of creative and very appropriate experiences for effective learning and outstanding personal development and well-being. Excellent personal, social and health education permeates the whole curriculum providing many opportunities to develop skills in these areas. The sensory curriculum is excellent. In addition to classroom opportunities, the school has a well-equipped multi-sensory learning room, which is used very effectively. The sensory garden enables pupils to develop their awareness of outdoor environments as well as supporting learning about plants and animals. There are lots of very high quality opportunities to promote the development of healthy and safe lifestyles. The hydrotherapy pool is enjoyed by different groups of pupils including the least mobile. Enrichment is provided by

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

after-school fun and activities clubs, regular visitors in school and educational visits. For example, an artist has helped pupils to produce excellent work about the solar system. Visits to art galleries, theatres and museums are plentiful.

Pupils are cherished and as a result of the outstanding care, guidance and support, all pupils, including the most vulnerable, feel there are many people they can turn to when they need help. Careful assessments of pupils' personal and social needs are used to provide very effective specialist support. Parents value highly the availability of on-site nursing, medical care and therapies. Outstanding partnerships with a wide variety of agencies ensure the well-being of pupils. There is excellent support for different groups in the classroom, including pupils who come from families who speak English as an additional language. Very good care is taken to ensure that the school provides a safe environment. Pupils value the school's incentives and rewards for excellent conduct, including those with social, emotional and behavioural difficulties.

These are the grades for the quality of provision

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

How effective are leadership and management?

The effectiveness of leadership and management can be seen in the high quality of provision and outcomes achieved. The senior leadership team and other leaders and managers are very successful in inspiring the school community to share a strong sense of purpose. Morale is very high and everyone believes in inclusion and works together very effectively to provide the very best support for pupils so that they can achieve as well as possible. Governors are very knowledgeable about educational issues in special schools, highly involved in setting priorities and use their expertise very well in financial and premises matters. All leaders and managers set ambitious and realistic targets for all groups of pupils. The school is very effective in promoting equality of opportunity and tackling discrimination. This ensures that everyone enjoys their learning and achieves equally well. Teaching is monitored closely and evaluated very accurately, with particular reference to the progress pupils make and to the quality of support provided. As a result, the quality of teaching is good and occasionally better, with leaders and managers taking highly effective steps to drive up the quality of teaching still further. Safeguarding procedures are excellent. The procedures are very well understood by staff and implemented with great care. Staff are well trained in safeguarding and child protection. Meticulous attention is paid to ensure that everyone coming into regular contact with pupils is suitable.

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

The school makes a strong contribution to promoting community cohesion based on a clear analysis of its religious, ethnic and socio-economic context. The impact of the school's work can be seen in pupils' attitudes towards diversity and equality. The school actively engages with a range of community groups beyond the school and the immediate community. The school has firm plans to increase the number and range of links abroad in order to make community cohesion outstanding.

The school's success is underpinned by particularly effective relationships with parents and the wider community. The school takes excellent actions to engage parents effectively in their children's learning. A broad range of family learning workshops, courses and focus groups are organised frequently. This helps parents to cope with or to overcome their children's learning disabilities at home. Links with other schools are firmly established through the school's highly regarded outreach services which enable others to access the wealth of knowledge and expertise the school has in providing specialist support for pupils with severe learning difficulties.

The management of resources is highly effective, including the use of interactive whiteboards and communication aids. The school provides outstanding value for money.

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
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	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Outstanding leadership and management result in good quality outcomes and excellent provision. Very effective arrangements exist to ensure children's health and safety, and excellent safeguarding procedures are in place. Children start school with skills which are low in comparison with those expected for their age in all areas of learning. They

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

make good progress because the quality of teaching is very good. Progress in communication, language and literacy is outstanding overall because of the constant attention to developing these skills in lessons. In most other areas of learning children make good progress. However, their progress in physical and creative development is less strong. Children enjoy mixing with slightly older pupils who are part of their class and this supports their personal development very effectively. The school has made excellent improvements to the outdoor learning environment since the last inspection, and the overall curriculum is now outstanding. For example, there is plenty of space for play and physical development, and to learn about nature.

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	2
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

A good proportion of parents and carers returned the questionnaires. The inspection supports parents' and carers' overwhelmingly positive views of the school. Representative views from parents and carers include, 'I am happy about all aspects of the school because my child's needs are fully supported and he has come on in leaps and bounds.' Parents and carers were keen to express their appreciation of the quality of teaching, leadership and management and the fact that the school keeps their children safe. They feel listened to and highly valued as partners in promoting their children's learning and development.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Camberwell Park Specialist Support 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 88 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	83	6	15	1	2	0	0
The school keeps my child safe	34	83	7	17	0	0	0	0
The school informs me about my child's progress	27	66	14	34	0	0	0	0
My child is making enough progress at this school	31	76	8	20	2	5	0	0
The teaching is good at this school	29	71	12	29	0	0	0	0
The school helps me to support my child's learning	27	66	13	32	0	0	0	0
The school helps my child to have a healthy lifestyle	23	56	16	39	1	2	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)	23	56	13	32	0	0	0	0
The school meets my child's particular needs	25	61	14	34	0	0	0	0
The school deals effectively with unacceptable behaviour	26	63	14	34	0	0	0	0
The school takes account of my suggestions and concerns	26	63	13	32	1	2	0	0
The school is led and managed effectively	30	73	9	22	0	0	0	0
Overall, I am happy with my child's experience at this school	30	73	11	27	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.



10 May 2010

Dear Children

Inspection of Camberwell Park Specialist Support School, Blackley, M9 8LT

Thank you for making inspectors welcome when we visited your school. I enjoyed meeting you all. This letter is to tell you some of the things I found out about your school.

Your parents and carers think the school is wonderful. I agree with them. It is outstanding. I saw how happy you are. This is because the teachers and other adults support you very well and make sure you are safe. They help you to do lots of exciting things in school. You behaviour is fantastic and you help each other as much as you can.

The support you get in school from staff and other adults is excellent and this helps you to concentrate on your work.

You have good teachers and other adults help you to learn so much. Your lessons help you to make good progress and sometimes excellent progress. To make the school even better, I have asked teachers to make sure that you make excellent progress in every lesson. I have also asked the school to make more links with other countries so that everyone can find out about your super school. This will help the world community to stick together.

Everyone is proud of you and the amazing work you all do. Well done to each and every one of you.

Yours sincerely

Mr Saleem Hussain

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.