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Mrs L Dawney  
Headteacher  
Green Park School  
Green Park Avenue  
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Dear Mrs Dawney

### **Short inspection of Green Park School**

Following my visit to the school with Pamela Thomas, Ofsted Inspector, on 15 December 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2012.

#### **This school continues to be good.**

Leaders have maintained the good quality of education in the school since the last inspection. The headteacher and the deputy headteacher, with the support of the governing body, have restructured the wider leadership team and given other staff new roles within the school. Teaching arrangements and the range of subjects on offer have been regularly checked since the last inspection, and they have been adapted to meet the needs of the pupils. This revised structure, with supporting systems, has been set up to make sure teaching continues to improve. The intention is that this will lead to outcomes that are consistently outstanding, that pupils' individual needs are met and that they are safe. However, many of the changes are relatively new so the full impact cannot yet be measured.

The best teaching in the school is characterised by careful planning, which provides challenge for pupils of all abilities. Teachers and teaching assistants work well together and teachers have a clear overview of what all pupils are learning. As pupils are encouraged to develop valuable life skills, activities are usually personalised and often have a relevance beyond the classroom. Learning continues in lessons even when pupils' personal care needs and mobility difficulties are being addressed. Also, opportunities are taken at break- and lunchtimes to teach pupils skills that they will need at home and in later life. Outdoor spaces are also used very well to help the pupils learn.

Reading and communication are developed well using appropriate symbols, signing and other forms of alternative communication. Staff communicate well with pupils in a variety of appropriate ways in order to meet their individual needs and promote learning. As a result of a change of approach in the teaching of reading and writing, pupils are now making rapid progress in reading, and the quality of writing is improving.

Good teaching over time has led to improved outcomes since the last inspection. Outcomes in the early years are particularly strong and almost all pupils currently on roll at the school are on target to meet or surpass their challenging targets.

Pupils enjoy coming to school. High expectations of regular attendance, and robust systems to follow up any absence, mean that the attendance has improved since the last inspection. Medical reasons impact upon the attendance of some pupils. Also, illness does lead to some pupils being unable to attend regularly. However, systems are in place to support them when they are absent and they are welcomed back on their return.

Pupils behave well in class and around the school. They are considerate and use equipment in a sensible manner. Pupils who communicated with inspectors were polite and told us that they feel safe in school.

### **Safeguarding is effective.**

School leaders are taking effective action to ensure that safeguarding and child protection arrangements keep pupils safe. Up-to-date policies, which make reference to the most recent guidance, are implemented. Staff have received appropriate information about safeguarding; they have attended relevant training and they know how to act if they have concerns about a young person's welfare.

Well-organised, written records are stored securely and referrals made to the designated safeguarding lead are dealt with effectively. School leaders work closely with the local authority to help keep pupils safe. Referrals are made promptly, absence is followed up systematically and parental concerns are dealt with appropriately.

### **Inspection findings**

- Leaders and governors know the school well. They have high expectations of staff and pupils and demonstrate the capacity to improve the school further.
- School leaders use the arrangements for managing staff performance to set challenging targets and reward good quality teaching if pupils achieve well. Targets are linked to the teachers' standards and encourage training and development.
- Staff told inspectors that their training needs are met and that they are encouraged to improve their practice.
- There is some highly effective teaching across the school. However, this is not consistent and therefore it does not lead to outstanding outcomes.

- Staff follow the school's effective marking policy and the recording of pupils' learning has improved this term. Pupils enjoy newly established ways of solving mathematical problems and new technologies are used well to promote learning.
- Progress is slower where teaching does not challenge pupils at the appropriate level. This means that a few pupils do not fully engage with the tasks or cannot complete them without one-to-one support.
- Pupils do not achieve as well in science as in other subjects, and outcomes in writing at Key Stage 2 do not match those in reading and mathematics. Progress between Key Stage 3 and 4 is slower than in other phases.
- Leaders know where teaching and progress need to improve and they are taking action to address this. Consequently, pupils currently in the school are making increasingly consistent good or better progress across all year groups.
- Information on pupils' progress is accurate and used to set challenging targets and measure progress. However, the system is not yet fully established so it is yet to have maximum impact.
- The range of subjects is designed to deepen pupils' knowledge, understanding and skills. Opportunities are also taken to develop their spiritual, moral, social and cultural awareness and further their understanding of fundamental British values.
- Leaders promote equality of opportunity and diversity exceptionally well. Unkindness is extremely rare and pupils are confident that staff will deal with any problems as they arise.
- Pupils conduct themselves well; staff use effective behaviour management techniques and no exclusions have taken place since the last inspection.
- Parents are very positive about the school. They value the close working relationship with staff and feel that their children are well taught, make good progress and that they are safe.
- Children in the early years enjoy very high-quality teaching, which is responsive to their needs, in a stimulating and safe environment. The broad range of subjects provide rich, varied and imaginative experiences leading to high rates of progress.
- Individualised programmes are in place for sixth form learners. They build upon prior learning and help to develop personal and social skills. However, once learners complete their study programmes, too few move onto sustained and meaningful education or training in the local area.
- Governors provide effective support and challenge to school leaders. They ensure that effective deployment of staff and resources, including the pupil premium, primary sports and special educational needs funding (SEN), secures good outcomes for pupils. For example, the achievement of disadvantaged pupils often exceeds that of other pupils in the school.
- The local authority officer who is linked to the school has a clear understanding of the school's strengths and areas for development. Plans are already in place to help school leaders provide an outstanding quality of education. There is also a determination to improve post-19 SEN provision in the city.

## **Next steps for the school**

Leaders and governors should ensure that:

- teaching is of a consistently high quality, which results in rapid progress for all pupils
- new systems for improving the quality of education are embedded quickly so that they have an increasingly positive impact upon outcomes for pupils
- improvements are made in the quality of local post-19 SEN provision for pupils once they leave Green Park School.

Yours sincerely

Simon Mosley

**Her Majesty's Inspector**

## **Information about the inspection**

Inspectors met with you, the deputy headteacher, other leaders, the Chair of the Governing Body and a representative from the local authority. We considered six responses to the staff questionnaire, and met formally with a group of staff and two groups of pupils, to gather their views. We made 12 short visits to lessons, with you and the deputy headteacher, where we spoke to pupils and scrutinised their work. One inspector spoke to a parent at the start of the day. Also, the views of other parents were considered through three comments made on Parent View and by their responses to the school questionnaire. Inspectors evaluated recent information on pupils' progress and scrutinised other records about keeping pupils safe, their behaviour and attendance. We also looked at the minutes of meetings of the governing body, staff training records and information about managing teachers' performance.