

Stanley Park High School

Damson Way, Carshalton, SM5 4NS

Inspection dates 4–5 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The proportion of students gaining five A* to C grades at GCSE including English and mathematics in 2012 was well below national averages and the progress made by students, in English and mathematics in 2011 and 2012, was not good enough.
- The gap between students receiving pupil premium funding and their peers widened in mathematics in 2012.
- Lessons do not always cater for the full ability range and an absence of clear planning results in a lack of pace and challenge.
- Marking does not always give students sufficient guidance on how well they are doing and what they need to do to improve.
- Students' numeracy skills are not yet sufficiently promoted in other subjects across the curriculum.

The school has the following strengths

- Standards are now in line with national averages and students are making good progress from their very low starting points. Progress in English and mathematics is improving rapidly.
- Careful monitoring, focused training and ongoing support have eliminated inadequate teaching and resulted in improved teaching across the school.
- Students' attitudes to their learning are very positive. They feel safe, behave well, and show courtesy and consideration towards staff, visitors and each other.
- The headteacher, supported by the governing body and senior staff, has worked relentlessly to address the dip in the 2012 results by focusing on raising the quality of teaching, improving behaviour and encouraging students' positive attitudes towards their learning.
- Provision in the sixth form is improving and is now good.

Information about this inspection

- Inspectors observed 32 lessons or part-lessons, including six joint lesson observations with senior leaders, as well as a number of shorter visits to lessons focusing on achievement and behaviour.
- They spoke to students in each key stage and looked at samples of their work, especially English, mathematics and science, focusing on attainment and progress.
- Meetings were held with senior leaders and other staff. The lead inspector met with representatives of the governing body and staff from the local authority.
- Inspectors took account of the 33 responses to the online questionnaire (Parent View) and 88 responses received from the staff questionnaire.
- They looked at a range of documentation, including information showing students' attainment, progress and targets, performance management data, lesson observation records, the governing body minutes, and documents relating to safeguarding and child protection.

Inspection team

Paul Metcalf, Lead inspector	Additional Inspector
Ann Cox	Additional Inspector
Joseph Skivington	Additional Inspector
Susan Willman	Additional Inspector

Full report

Information about this school

- Stanley Park High School is an average-sized comprehensive school which has recently moved into purpose-built accommodation. The school has specialisms in Applied Learning and Mathematics & Computing. It was last inspected by Ofsted in 2009 when it was judged to be good.
- The majority of students are White British with very small numbers of African, Asian, Caribbean and mixed-heritage students. The proportion who speak English as an additional language is above national averages.
- The proportion of students known to be eligible for the pupil premium, which is additional funding for students in receipt of free school meals, children looked after by the local authority and children from service families, is above national averages. At the time of the inspection, there were none from service families. The proportion of students eligible for the Year 7 catch-up premium is well above national averages.
- The proportion of disabled pupils and those with special educational needs supported through school action is in line with national averages. The proportion of students supported at school action plus or with a statement of special educational needs is well above national averages. The school has two autistic units on-site catering for students with 'mild' and 'moderate' autism.
- A very small number of students who are at risk of being excluded attend alternative provision at the Skills and Integrated Learning Centre in Mitcham.
- The school did not meet the government's current floor standards, which set the minimum expectations for students' attainment and progress at the end of Key Stage 4.

What does the school need to do to improve further?

- Raise students' achievement by ensuring that all groups of students, including those supported by pupil premium funding, make progress which is at least good by consolidating improvements already made and improving teaching.
- Improve the proportion of outstanding teaching by:
 - ensuring that planning and teaching are tailored more closely to the needs of all students in the class
 - making sure that all lessons are demanding and suitably paced so that students feel challenged in their lessons
 - ensuring that work is marked to the quality of the best by offering students clear guidance on how well they are doing and what they must do to improve their work
 - actively promoting students' numeracy skills in other subjects across the curriculum.

Inspection judgements

The achievement of pupils **requires improvement**

- Students join the school with attainment which is well below national averages and the majority have weak literacy skills. Students' attainment is improving in line with improving national averages. In 2012, the proportion of students gaining five A* to C grades at GCSE including English and mathematics was well below national averages. The school's tracking of students' attainment and early entry results suggests that this will improve significantly in 2013.
- Students make secure progress throughout Key Stage 3 as a result of the school's focus on developing their literacy skills. However, these improvements had not been quick enough to have a positive impact on the 2011 and 2012 examinations where students did not make the expected levels of progress in English and mathematics.
- The attainment of students on entry to the sixth form is below the national average. Attainment is broadly in line with the national average and better at A2 than AS level. Progress is improving and is now in line with expectations because of stronger leadership, improved tracking and a curriculum which is more appropriate for students' needs. Sixth form students have high aspirations for continuing their education at university.
- The school enters a small number of students early for GCSE mathematics examinations, but entries are only made when students are ready and those not meeting expectations are automatically re-entered so this does not have any adverse effect on their potential grades.
- School data, lesson observations and work samples suggest that progress in English and mathematics will meet and exceed national targets in 2013. Performance in other subjects, especially science, is also improving dramatically due to better teaching, careful tracking, individualised support and more-stable staffing. Progress seen in lessons was good. Most parents and carers agree that their child is making good progress.
- All groups of students, including those who are disabled or who have special educational needs, make similar, and sometimes better, progress to their peers. Autistic students make good progress as a result of the social and emotional support provided by staff. Students attending off-site provision make good progress.
- Students receiving funding through the Year 7 catch-up and pupil premium make similar progress to students nationally because of extra support, including literacy support and individual mentoring. The attainment of these students was two grades lower in English and mathematics than their peers. The gap in English is reducing over time; the gap in mathematics widened in 2012 but is on course to close again in 2013.
- Equality of opportunity is promoted throughout the school and available data ensure that staff have a good awareness of the needs of individual students. Consequently, students from different ethnic groups and those who speak English as an additional language make similar progress to their classmates.
- Students enter the school with very low levels of literacy which are addressed through early identification of their needs and focused support in English lessons and other subjects across the curriculum. Students' numeracy skills are suitably developed in mathematics but not yet sufficiently promoted in other subjects. Students' use of technology is encouraged across the curriculum. Students are well prepared for the next stage of their education, training or work.

The quality of teaching **is good**

- Teaching is good and improving with an increasing proportion that is outstanding. It is improving as a result of regular and supportive lesson observations, carefully detailed monitoring and targeted personalised support.
- In the best lessons, teachers demonstrated good subject knowledge and an enthusiasm for their specialism. Relationships were very strong and promoted a positive climate for learning. A variety of teaching strategies was used well to engage students and deepen their knowledge.

Questioning was used well and tasks were appropriately matched to students' abilities, providing a good level of challenge.

- In a Year 8 English lesson, the teacher made use of a good variety of teaching strategies to engage students and encourage them to identify and discuss narrative techniques for different audiences. Questioning was used well to explore the topic and deepen their understanding. The activities were well matched to students' abilities.
- Where teaching is not as good, students were passive and less engaged because teacher talk dominated the lesson. Teachers failed to cater for the spread of ability and planning was unclear, resulting in a lack of pace and challenge. The school has worked hard to eliminate inadequate teaching and no inadequate teaching was seen during the time of the inspection. Most of the teaching observed was good, with some that was outstanding. Teaching observed was consistently good across the school and, records confirm, over time.
- Teachers make good use of a range of strategies to monitor students' learning and progress, including detailed questioning and the use of whiteboards. Marking in books was variable and did not always give students clear guidance on how well they were doing and what they needed to do to improve. Good examples of marking were seen in English where feedback was frequent, detailed and engaged students in a dialogue about next steps.
- Disabled students and those who have special educational needs, autistic students and those who speak English as an additional language, benefited from the additional care, support and encouragement offered by teaching assistants. Their support often benefited from the school's strong focus on developing literacy and interpersonal skills.
- Students eligible for the Year 7 catch-up and pupil premium funding have access to intensive individual mentoring, support from internal and external sources, small-group work in English, mathematics and science, and one-to-one tuition covering literacy and numeracy. The school-provided support has brought about measurable improvements in English as well as recent improvements in attainment and attendance.

The behaviour and safety of pupils are good

- Students conduct themselves in a mature and responsible manner in class, when moving around the school, and during break and lunchtime. They show courtesy and consideration towards staff, visitors and each other. They are extremely proud of their school. Relationships are a real strength. Discussions and records, including incident logs, confirm that behaviour has improved over time as a result of clear systems and consistent application.
- Attendance in the main school has improved and is now in line with national averages. The proportion of persistent non-attenders has dropped due to the school's determination to improve attendance, including better liaison with families and the use of external agencies. Attendance in the sixth form is above average. Punctuality across the school is very good and supported by the presence of senior staff who greet students on entry to the school each morning.
- The number of days lost to permanent and fixed-term exclusions has fallen dramatically as a direct result of improved behaviour management, consistently applied sanctions and the school's greater focus on rewards.
- Students feel safe and have a very good understanding of bullying and harassment. Active steps are taken to prevent bullying so that incidents are rare. Students are confident that any reported incidents of bullying will be dealt with swiftly and effectively. Relationships between students are harmonious and supportive. Racist and homophobic attitudes are challenged. Staff, and parents and carers, agree that children are happy, safe and well looked after.

The leadership and management are good

- The headteacher, with the support of his senior leadership team, has worked hard to challenge underperformance, eliminate inadequate teaching and improve student behaviour. This has not been easy as leaders and managers have also had to face the challenge of a new building

programme and extended discussion regarding conversion to an academy. The school continues to benefit from the good support provided by the local authority.

- Good progress has been made in addressing the targets raised in the previous inspection report. Leaders across the school have a clear view of what the school does well and where it could do better. They have worked relentlessly to address the dip in the 2012 results, which had not been anticipated but has been explained.
- Clear and effective systems are in place to manage the performance of teachers. Staff targets are monitored and linked to pay and progression. Feedback from lesson observations is suitably matched to training which has recently focused on questioning techniques, methods of assessment and catering for the spread of ability in lessons.
- Year 7 catch-up and pupil premium funding has been spent appropriately to improve the performance of eligible students. This has been particularly successful in English where additional funding has been made available to support students' literacy skills. The gap in English is reducing over time while the gap in mathematics is on course to close in 2013 as a result of intensive individual mentoring, small group support work and one-to-one tuition.
- The curriculum is broad, balanced and innovative. In Years 7 and 8, the core curriculum is supplemented by an 'Excellent Futures Curriculum' focusing on core skills such as being creative, managing time, presenting information, problem solving and showing initiative in conjunction with the school's specialism in Applied Learning. There is a strong focus on developing students' literacy skills.
- Students on the alternative provision course undertake vocational courses covering plastering, painting, tiling and carpentry. The sixth form curriculum was restricted in the amount of options offered at the previous school site but now offers a growing range of academic and level 3 vocational subjects. The school offers an extensive range of extra-curricular and enrichment activities ranging from music and dance to athletics and gymnastics.
- Students' spiritual, moral, social and cultural development is strong and promoted well through the formal curriculum, applied learning and extra-curricular activities. Effective action is taken by the school to ensure that the school community is cohesive, and students of all backgrounds socialise well together and cooperate with one another to their mutual advantage. Students understand and appreciate different cultures and show respect for those from different religious, ethnic and social backgrounds.
- Parents and carers express confidence in the school and confirm that their children are safe, happy and well looked after. They say that they receive valuable information about their child's progress and appreciate the school's attempts to involve them through activities such as the parents' book club.
- The school's arrangements for safeguarding meet statutory requirements and the school's record-keeping is exemplary. Off-site provision is carefully monitored.
- **The governance of the school:**
 - The governing body rigorously holds the school to account and has a secure awareness of students' attainment and progress following recent and relevant training. It has been actively engaged in the new building programme and discussions about converting to an academy. The governing body ensures that the use of additional funds from the pupil premium improves the achievement of students entitled to it as well as endorsing the Year 7 catch-up premium spending on additional literacy support. It has a growing familiarity with performance management and ensures that teachers' pay progression is related to students' achievement and the quality of teaching.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103003
Local authority	Sutton
Inspection number	412413

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,093
Of which, number on roll in sixth form	150
Appropriate authority	The governing body
Chair	Jane Pascoe
Headteacher	David Taylor
Date of previous school inspection	10–11 November 2009
Telephone number	020 8647 5842
Fax number	020 8254 7800
Email address	officesphs@suttonlea.org

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 assesses 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 0300 123 4234, 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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

