

# Mapledown School

## Inspection report

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<b>Unique Reference Number</b>	101397
<b>Local Authority</b>	Barnet
<b>Inspection number</b>	276509
<b>Inspection dates</b>	11–12 October 2005
<b>Reporting inspector</b>	Mike Smith

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>	11–19
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Carol Heritty Mr Steve Carroll
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Claremont Road Cricklewood London NW2 1TR
<b>Telephone number</b>	02084554111
<b>Fax number</b>	02084554895

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<b>Age group</b>	11–19
<b>Inspection dates</b>	11–12 October 2005
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## Introduction

One additional inspector carried out the inspection.

## Description of the school

Mapledown is situated in the London Borough of Barnet and admits students aged 11-19 with severe and complex learning difficulties. There are currently sixty-one students on roll mainly from within the borough, although students from outside may be offered a place if they meet the admission criteria. Students remain at the school until the end of the school year in which they are 19. All students have a statement of special educational needs and just under a half of students are from different ethnic minority backgrounds. Nineteen students do not have English as their first language, five students are asylum seekers and the local authority looks after one student.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

**Grade:**

### **What the school should do to improve further**

\* Clearly identify the work to be done to meet strands of student health, safety, enjoyment, contributions to social and employment understanding in all curriculum planning.

## **Achievement and standards**

**Grade:**

## **Personal development and well-being**

**Grade:**

## **Quality of provision**

### **Teaching and learning**

**Grade:**

The school monitors the quality of learning and teaching closely and provides appropriate support and professional development for continual improvement. Learning is excellent because teaching, support, behaviour management and the assessment of learners' needs and consequent planning, is also excellent. Detailed knowledge of learner's needs, excellent relationships, team work and good humour ensure that the learning environment is of the highest quality. Lessons are very well prepared and offer appropriate challenge and motivation to all learners. Excellent use is being made of ICT and other resources to effectively support students' learning and to stimulate interest in their work. Students are always treated with respect and dignity and they receive ongoing praise for all their attempts and achievement. Learning support assistants provide excellent help to student's learning and personal development needs.

## **Curriculum and other activities**

**Grade:**

The curriculum is excellent because it meets the needs of all learners and promotes their personal development really well. It is continually developing as learners' needs change and it gives an appropriate emphasis on student choice, communication, personal development and preparation for the next stage in their lives. Opportunities ensure that national requirements are met, as are the interests of the students. Post 14 and Post 16 provision provides an appropriate mix of core skills, personal development, work related opportunities, community involvement and the students understanding of life after school. Provision for literacy, numeracy, science, physical education, art and design, music and ICT is very good. In addition, there is an excellent range of activities available to students outside of lessons, including lunchtime and after school clubs at the adjacent secondary school. A useful audit of coverage in the areas of student health, safety, enjoyment and their contributions to social and employment understanding has been undertaken. While coverage is secure, curriculum planning does not clearly identify these areas so that student progress and achievement can be more accurately monitored and recorded. Every minute is viewed as a learning opportunity for students and all adults give generously of their time to stimulate and support student communication, learning and progress. Students confirmed they liked the choices on offer. They particularly liked riding the bikes and go-carts at lunchtime

and playing ball games in the extensive school grounds. The Asian film club and library activities are also popular.

### **Care, guidance and support**

#### **Grade:**

Students are exceptionally well cared for and the school has a clear commitment to promoting learners' health and safety. Learners' personal development and academic progress is closely monitored and recorded and forms the basis of planning for their improvement. Staff are vigilant in their supervision of students and assessments of the risks to students when engaged in activities are rigorously attended to. Students report that they can go and talk to any adult if they have any concerns and they will be listened to. Child protection procedures are effectively established and the school effectively works with parents and other support agencies to ensure the ever-changing needs of learners are met. Learners and parents receive appropriate advice and support regarding future options and if appropriate joint visits are arranged to help ensure there is successful transition to provision after school.

### **Leadership and management**

#### **Grade:**

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

As I promised you yesterday I am writing to let you know what I thought about my visit to your school. Thank you for being helpful to me and I would like to give special thanks to class 8 for talking to me and doing so well in your African dancing session.

Well, I think your school is GREAT because:- \* You all appear to make excellent progress in your personal targets. \* I really enjoyed seeing your work and the progress you are making. \* You enjoy coming to school and you have fun learning and being with your friends. \* You like taking part in all activities and making choices. \* You behave very well and get on very well with everyone. \* Your personal needs are well met and you are supported really well by all the adults. \* Your parents are very happy with what the school does for you. \* You feel safe and are encouraged to lead a healthy lifestyle. Hopefully your school lunches will improve, but there will be no chips or burgers! \* You support your friends and look after each other. \* You are listened to by adults if you are worried about anything. \* Information and communication and technology (ICT) are used very well in lessons to support your learning. \* All staff are very caring and have your best interests at heart. \* The school knows what it is good at and what it needs to do to get even better. It has further improved since the last inspection and it continues to improve.

Your school is aware of the need to further develop its curriculum planning and monitoring to include aspects of your health, safety, enjoyment, contributions and social and employment understanding.