



# Cricket Green School

## Inspection Report

**Unique Reference Number** 102699  
**Local Authority** Merton  
**Inspection number** 286461  
**Inspection dates** 17–18 January 2007  
**Reporting inspector** Heather Yaxley HMI

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

<b>Type of school</b>	Special	<b>School address</b>	Lower Green West
<b>School category</b>	Community		Mitcham
<b>Age range of pupils</b>	4–16		CR4 3AF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8640 1177
<b>Number on roll (school)</b>	125	<b>Fax number</b>	020 8640 4539
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Kevin Vickers
		<b>Headteacher</b>	Celia Dawson
<b>Date of previous school inspection</b>	22 January 2002		

<b>Age group</b> 4–16	<b>Inspection dates</b> 17–18 January 2007	<b>Inspection number</b> 286461
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

Cricket Green School has traditionally taken pupils with moderate learning difficulties but the character of the school is changing. There are now more pupils in the school with complex needs including autism and communication difficulties. Pupils are grouped in classes according to their age. All pupils have statements for their special educational needs and although most come from Merton, some travel to the school from neighbouring boroughs. There are more boys than girls. Just over 40% of pupils are from ethnic minority groups.

In 2006 the school gained renewed accreditation as Investors in People and for Healthy Schools. In 2007 awards have been gained from Active mark and Sportsmark. Cricket Green was one of two schools for the National Project of Food for the Brain in collaboration with the Brain Bio Centre in London.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Cricket Green School is a forward-thinking school that provides a good standard of education with many aspects that are outstanding. The school quite rightly enjoys the overwhelming support of parents and carers and is held in high regard by the local authority. Very good relationships exist between the staff and families and there are excellent partnerships with other schools, colleges and support services. The staff team bring a range of knowledge and skills to their work. This not only helps to personalise the curriculum, especially as pupils get older, but also enables staff to respond to the needs of families at particular times of difficulty or decision. All of these factors help the school to successfully achieve its aim of providing pupils with the skills needed to become confident and enthusiastic learners who are well-prepared for the next stage in their lives.

Pupils make good progress in their academic achievement and develop excellent personal skills as a result of an outstanding curriculum and excellent pastoral care. Provision for younger pupils helps them to settle quickly and start to work and play cooperatively with one another. This prepares them very well for the learning and social opportunities in the rest of the school. As they get older pupils become more independent in their learning and social relationships. Older pupils benefit from a curriculum tailored to their individual needs, interests and abilities with the aim of preparing them for the world of work and further education. Many are beginning to have a good understanding of what is expected of them as students and workers. Almost all pupils leave school with qualifications and skills that help them to participate successfully in further education courses at college.

Teaching is good throughout the school and is characterised by high expectations for pupils to explain what they are doing and complete work to a good standard independently. Handwriting and presentation of work are particularly good. Pupils are told regularly about what they are doing well but opportunities for pupils to assess their own work and know how to improve it are limited. There are systems in place for recording individual pupil progress, but less consistent approaches to using targets or recording achievements in lessons.

Senior managers have an accurate view of what the school does well and share a very clear vision for what they want to achieve for pupils in the future. The over-arching emphasis on pupils' future economic well-being influences all areas of school organisation and planning. The school has accurately identified the need to improve the way in which pupils' progress is tracked over time so as to gain a better picture of how well pupils achieve. Since the last inspection, as a result of good leadership, staff have successfully implemented changes to the curriculum and are increasingly using their special expertise to support teachers in other schools. These successes demonstrate that the school is well-placed to make further improvement.

## What the school should do to improve further

- improve systems for tracking pupils' progress so that the school is better informed about how much progress is made by particular groups
- develop the use of targets and assessments in lessons in order to involve pupils in assessing and improving their work.

## Achievement and standards

### Grade: 2

As expected in relation to pupils' learning difficulties, standards of work are well below those normally expected for pupils of their age. Achievement however, is good because of the good progress that pupils make from very low starting points. Pupils of different ages, abilities and those with English as an additional language achieve equally well.

## Personal development and well-being

### Grade: 1

Pupils' personal development is outstanding as demonstrated through the excellent spiritual, moral, social and cultural development of pupils of all ages. Secure, trusting relationships exist between one another and with staff. This helps pupils to stay focused on learning, make choices and take appropriate risks. It also helps them to successfully resolve conflicts. Saying sorry and making reparation is accepted as very important in maintaining good relationships.

Pupils are very responsive to activities which encourage them to stay safe and healthy. Becoming an independent traveller is very important to older pupils. Some use public transport with confidence between home, school, and college. Younger pupils and others who are less able are very aware of staying safe when crossing the road. In lessons such as food technology, pupils use equipment safely and this enhances what they can do independently and results in increased enjoyment. Through a range of national and local projects pupils have developed very good attitudes and skills for making healthy choices at school and at home.

Pupils are very active within their school and the wider community. They regularly participate in local and national projects, often with mainstream groups. Their work has been displayed in galleries and projects have been featured in national publications. Pupils enjoy the recognition that this brings and their successes enable them to further improve self-esteem and self-confidence.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. Teachers and support staff use their extensive experience and expertise to plan activities to support the full range of pupils' complex learning needs. They work very well as a team. Opportunities to record achievements in lessons are sometimes missed and feedback to pupils on what they are doing well does not include enough opportunity for them to reflect on how to improve their work.

### Curriculum and other activities

#### Grade: 1

The excellent curriculum is a strength of the school. Not only does the curriculum prepare pupils very well for the future by focusing on the acquisition of skills but it also contributes significantly to pupils' enjoyment of school. This is done through extending the practical aspects of the curriculum. Visitors, educational visits and creative projects all play their part in giving pupils learning experiences that they enjoy and remember. These experiences also give rise to good quality work that the whole community is very proud of. An example of this is the good quality artwork on display which shows reflection on experiences and relationships as well as an appreciation of art itself.

### Care, guidance and support

#### Grade: 1

Excellent care, guidance and support by this highly committed group of staff enable pupils to develop as well as they can in their personal and social skills. Pupils of all ages are included in the life of the school and wider community as much as possible through careful risk assessments and appropriate levels of support. A similarly high commitment is given to parents and carers so that they are supported as prime educators of their own children. Pupils and their families are well-informed and prepared for future choices. This is enhanced by the excellent links that the school has with other agencies and provision within the community.

The school has an accurate account of the level of work that pupils are achieving at key times in the year linked to statutory reviews. However, the system for demonstrating how much progress pupils make from one key stage to the next is not yet fully in place.

## Leadership and management

#### Grade: 2

Leaders and managers demonstrate good leadership. The responsibilities of the management team and the governors' committee structure centre around the themes

of health, safety, enjoyment, achievement and contribution to the community. This supports a clear sense of common purpose of preparing pupils for the future. Excellent strategic management of the headteacher, deputy and governors ensures that pupils make good progress in their academic work and develop outstanding personal skills. This is a school that embraces change, always looking to improve and to try new things. As a result of recent reflections on its performance the school has already taken steps to improve the way in which pupils' progress is tracked and targeted over time.

There is a strong commitment by leaders and managers to develop staff expertise and experience through training and other opportunities. Staff are encouraged to take their skills to support pupils and staff in other schools. The local authority is supportive of this and values the contribution that the school makes to the inclusion work in the borough.

Current levels of funding from the local authority do not yet reflect the more complex needs of pupils now attending the school. Nevertheless, resources available are used creatively so that pupils are supported well.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

I am writing to thank you for the great welcome that you gave me when I came to inspect your school in January. I want to tell you what I thought about your school.

I think that Cricket Green School is a good school because it helps you to grow up to be very sensible and happy. You all work very hard even when the work is difficult. You told me that you like coming to school and enjoy your lessons, especially art and cooking. I am really pleased that lots of you will go to college when you leave school.

I think that Mrs Dawson is a very good headteacher and that all of the staff work very hard to help you and your families. I know that the staff want to you do even better in school and so I have asked them to look at how much you are learning and how to use targets to help you in lessons.

Thank you

Heather Yaxley Her Majesty's Inspector