

## New Park Academy (High School)

Review report 6 February 2020

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### Evidence

- Meetings were held with :  
Headteacher ABW  
Assistant Head/ Attendance LC  
Assistant Head/Assessment/Progress/SEN PP  
EOTAS coordinator CL  
English Coordinator BE  
Safeguarding Manager YP  
Science Teacher /AFL CB
- Lessons visited in KS3 & 4; book scrutiny; talking to teachers in class; talks with pupils; lunchtime observation including sampling meal; break time observation.
- All relevant documentation was presented including SDP, SES, Ofsted Action Plan (completed), Safeguarding records, SCR, signing in and out records for pupils; case studies, EOTAS information, class portraits.

### Context

- There are currently 125 students on roll, above the school's SAN.
- The school is anticipating an Ofsted inspection before the end of this academic year; the previous judgement was in 2016.

### Quality of Education

- A new phonics programme has been introduced and timetabled to accommodate daily phonics sessions in KS2
- Pupils identified with low attainment levels in Maths in KS3/4 have been targeted for specific interventions. The impact of these interventions can be demonstrated clearly in achievements and pupils exceeding their targets
- Increasing pupil vocabulary has been a target of whole school policy and practice across the curriculum in all subject areas leading to engagement with Literacy for Learning Programme.
- Rigorous work scrutiny programme in place
- Boxall profile being introduced to support holistic provision especially for the targeted groups and individuals.
- Increased training opportunities and peer observations for staff
- Assessment systems are robust including the marking system that was introduced last year.

### Lesson observations:

- The quality of teaching and learning in the lessons we saw (English, Maths, Computing, Food and Nutrition, Core Studies) demonstrated at least good but mostly outstanding practice.

- All staff know their pupils well and have formed good relationships which in turn has built trust between them and lends itself to clear understanding of ability , when to intervene, when to encourage and when to allow time for processing.
- Staff have high expectations for their pupils and the pupils respond well to that. Timely interventions offered were well accepted and diverted potential frustrations.
- One Maths lesson had Y9, 10 and 11 pupils working at Ascentis Entry level up to GCSE level and was outstanding in its structure, support and outcomes.
- One English lesson with the group of KS3&4 vulnerable girls group had the whole group captivated and fully engaged in high level questioning and explanations from the girls.

**Areas for improvement noted in the lessons visited:**

- One English lesson that was being covered by a different teacher than usual could have been improved by using a differentiated worksheet as the end 'summing up' part of the lesson. There was a small group of pupils who needed support to read and understand the worksheet but they did know the answers when this had been read out to them. Outcome learning had taken place but could not be recorded without support.

**Behaviour and Attitudes**

- The group of KS3&4 vulnerable girls have been given a bespoke programme supported by external agencies and this has proved to be successful. The girls are making measurable progress and reduction in incidents of putting themselves in situations where they would be vulnerable.
- An integrated curriculum group has been established for disaffected KS3&4 boys using external agencies to support as well as high level of 1-1 intervention. Overall incidents have reduced and a large majority of pupils achieved their targets. Evidence of acquisition of external qualifications demonstrates success of this programme.
- Levels of support for all pupils is carefully planned and the flexible approach used throughout the school means that change in circumstances and demeanour can be addressed quickly and effectively.

**Personal Development**

- Programmes for therapeutic art sessions have been successful and helped pupils to improve self esteem, reduce stress and give a safe space to reflect.
- A focused transition programme that focused on 'early start' to transition has made a huge difference to those pupils joining at Y7 and those at Y6 who had individualised programmes.
- Each class has a detailed and clear 'portrait' sheet of all pupils a) attainment level range; b) lesson style delivery c) additional difficulties d) extra notes. This alerts everyone to the needs of the pupils in the class, the reasons for the type of learning styles used and any specific/bespoke parts of the lesson e.g. sensory breaks.
- The careers action plan has led to school complying with 100% of 6 of the 8 Gatsby benchmarks and the remaining 2 benchmarks at 75% +, alongside greater involvement with multi-agencies to address transition to local colleges. This was acknowledged by New Park becoming the lead hub school in Greater Manchester for PRUs and Special Schools in order to support reduction in NEET pupils across the GM authority.

### **Leadership and Management**

- The SES has been revised/reviewed and highlights the most important aspects of the school's practice. It is a clear document with excellent evidence supporting the judgement the school has made that they are a good school.
- The three-year school development plan is a working document and is constantly used at SLT meetings and with whole staff as appropriate. It is focused and concentrates on four key areas. All objectives within the key areas are relevant to what the school is working on within the 3-year plan.
- The pupil premium-funding plan reflects the school's priorities well and in meeting students' needs. The rationale for spending is explained thoroughly.
- The focus on developing the middle leadership team is successful with staff completing NPQ's at various levels, creating a clear succession plan and supporting staff aspirations. This has also fed into the Trust plans in recognising staff strengths to 'grow our own' future leaders.
- English is being strongly led throughout the school in line with the SDP. Several strands have been managed well including the recognition that English is not an isolated subject area, that it permeates throughout all subject areas

### **Safeguarding**

- SCR up to date and staff files seen containing supporting documentation.
- Signing in and out book for pupils able to leave school at lunchtime is clear and evidence dates back to 2016. The pupils are monitored by staff during this time.
- Overall attendance is very carefully monitored and pupils visited and picked up on a daily basis as necessary.
- High levels of multi-agency involvement is managed exceptionally well by those involved in the high frequency and number of meetings associated.
- Creative use of external agencies and groups enhances the offer at New Park and engages those pupils that would otherwise be disaffected.
- The school works very hard to engage pupils and their families and support them through some of the most challenging circumstances.

### **Recommendations**

- Ensure appropriate differentiation in all classes is in place