

Dorothy Goodman School

Inspection report

Unique Reference Number	132154
Local Authority	Leicestershire
Inspection number	360380
Inspection dates	14–15 June 2011
Reporting inspector	Martyn Groucutt

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

Type of school	Special
School category	Community
Age range of pupils	4–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	183
Of which, number on roll in the sixth form	21
Appropriate authority	The governing body
Chair	Jeffrey Bowes
Headteacher	Tony Smith
Date of previous school inspection	12 September 2007
School address	Stoke Road Hinckley LE10 0EA
Telephone number	01455 634582
Fax number	01455 639740
Email address	office@dorothygoodman.leics.sch.uk

Age group	4–19
Inspection dates	14–15 June 2011
Inspection number	360380

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 documentation 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'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. They observed 18 lessons taught by 18 different teachers and their class teams. Meetings were held with senior leaders, representatives of the governing body, members of staff and pupils, together with the headteachers of the schools that host satellite units and a representative of the local authority. Inspectors observed the school's work, and looked at pupils' written work, arrangements for safeguarding and a range of documents covering policy and procedures. A total of 38 parent and carer questionnaires were analysed, together with 72 from staff and 62 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How has the school responded to its enhanced role, particularly in making expanded provision for moderate learning difficulties (MLD)?
- How effective has the development of outreach services to support other schools been?
- What has been the impact of gaining specialist school status?
- As the school has expanded onto four sites, is the provision equally effective across them all?

Information about the school

Since its last inspection the school has extended and developed its role, operating on four sites and providing an outreach service for mainstream schools. The number on roll has virtually doubled. There are twice as many boys as girls. Pupils from 4-14 are educated at the lower school site while the remainder, including the sixth form, are taught at the upper school site. In addition, there are satellite classes at a primary school and at a high school, both of which are close to the lower school site. At these, staff employed by Dorothy Goodman School teach pupils and seek to maximise opportunities for two-way integration within mainstream settings. All pupils have a statement of special educational needs. Provision has expanded from being mainly for severe learning difficulties (SLD) to encompass a much wider range from profound and multiple learning difficulties (PMLD) to moderate learning difficulties (MLD). Nearly a quarter of the pupils have autism in some form. The large majority of pupils are of White British heritage with very few speaking English as an additional language. The proportion known to be eligible for free school meals is well above the national average.

Dorothy Goodman is a specialist school for cognition and learning. In addition, it has gained a number of significant recent awards including the Inclusion Quality Mark, Basic Skills Award (primary and secondary awards), Arts Mark, Career Mark and Continued Professional Development Mark. It has also gained Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Dorothy Goodman continues to be an outstanding school where every pupil, irrespective of their individual learning difficulties, is able to succeed and maximise their potential. A parent wrote that it is 'an exceptional school that meets all my child's individual needs' and the inspection team agrees. As well as expanding its own provision extremely effectively, its specialism allows it to support an increasing number of pupils in mainstream schools through an extremely effective outreach service. The school has maintained its outstanding performance and demonstrates outstanding ability to sustain this into the future.

The inspirational leadership of the headteacher is supported by a senior team that is empowered to take on specific individual roles, together with teams of teachers and learning support assistants who show high levels of commitment to their pupils in every classroom. The governing body is extremely proactive in providing support and challenge. As a result, the school is highly effective and can show with absolute clarity the often outstanding progress made by pupils as they move through the school. The enjoyment and achievement shown by pupils is outstanding and careful tracking of distinct groups, such as those from minority ethnic communities, shows clearly that there are no differences, equality of opportunity existing for all. Each of the sites has its own distinctive character which promotes appropriate personal and social development. Most significantly, the school has admitted a large group of pupils with MLD and developed an outstanding curriculum for them. The majority are educated at satellite bases at nearby mainstream schools, supported by special school teachers but with many opportunities for integration into classes and general school life. In some cases this provides opportunities for mainstream pupils to benefit from the facilities and expertise of the special school, creating highly supportive two-way integration. As they get older, pupils at the upper school base are able to gain a range of accreditation including those of the Award Scheme Development and Accreditation Network (ASDAN), Entry Level and, for the first time this year, GCSE.

Links with local colleges are supporting vocational learning opportunities and excellent links with the Connexions service supports progress to continued learning opportunities when pupils move on. Many opportunities to promote future economic well-being, including the development of life skills, are deployed skilfully. Pupils enjoy school and this is reflected in attendance levels that are well above the average for special schools. Huge efforts go into creating a safe and caring environment in which pupils can thrive. Pupils participate in a wide range of physical activities that support healthy lifestyles and enjoy many opportunities to participate in the life of the school and the local community. While links with wider communities at national and international levels are developing well, they are not yet as strong as those seen locally. However, opportunities to celebrate a range of

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

festivals and learn about a range of religions, including visits to different places of worship, supports good understanding, and wider personal development is outstanding.

Teaching is consistently good and frequently outstanding. High levels of adult support reflect an extremely effective use of resources and each class has its own team of learning support assistants. These adult teams are highly effective and show strong commitment to maximising each pupil's potential, working under the leadership of the class teacher to deliver individualised learning. The outstanding curriculum reflects the wide ranging needs of pupils so that all gain maximum benefit. Outstanding use of a range of data and careful monitoring of progress by teachers on a weekly basis means that programmes support every pupil in making progress towards challenging individual targets. Assessment is always positive and constructive. It has a constant focus on supporting pupils to make progress towards achieving their targets, although on a few occasions teachers do not provide sufficient opportunities for them to assess their own and other's work. The curriculum is also supported by a range of highly effective partnerships, including those with a range of specialists, such as physiotherapists, occupational therapists and the visual and hearing impairment services. Parents and carers are partners and are given outstanding support, the school sometimes acting as advocate for them in gaining wider support in accessing support and other services.

What does the school need to do to improve further?

- Enhance further the already outstanding assessment practices by creating more opportunities for pupils to practise self-assessment and peer-assessment.
- Build on the extensive links with the local community by strengthening pupils' understanding of wider national and international communities.

Outcomes for individuals and groups of pupils**1**

Excellent use is made of nationally produced progression data for pupils with special needs to set very challenging targets for every pupil, with a clear expectation that they will be achieved. Individual progress is precisely monitored by class teachers. Measured against this national data it is clear that all pupils make at least good and nearly half make outstanding progress. Pupils enjoy their learning and this supports their achievements. Careful monitoring means that, when it seems that pupils are not on track to achieve their targets, programmes and teaching strategies are quickly amended to get pupils back on track. Many of the pupils are able to demonstrate outstanding outcomes from their individual starting points. Every pupil's individual strengths and areas for improvement are known and addressed. As a parent described it, 'My son has multiple medical problems and the school has been excellent in adapting to his special needs.'

Huge efforts go into making the school a safe environment and the work on promoting sexual safety for pupils whose circumstance might make them vulnerable is outstanding. Many pupils had previously failed in mainstream schools, sometimes because of challenging behaviour, but here a consistent and effectively implemented system of behaviour management creates a calm atmosphere in which pupils can thrive. The annual Healthy School week reinforces opportunities for all pupils to participate in a range of physical and recreational opportunities, sometimes led by external sports coaches, and opportunities are taken to participate in competitions with local mainstream schools. Pupils enjoy many opportunities to support the life of the school, including the effective school

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

council and the local community. The promotion of life skills, including the mini-enterprise and personal finance days, are examples of the outstanding preparation for future economic well-being. Pupils are widely encouraged to think about their own and other people's experiences in a variety of ways, including their art and writing, and their self-esteem increases as a result of the successes they achieve.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	*
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

How effective is the provision?

The vast majority of teaching is at least good and is frequently outstanding, making a major contribution to the achievements demonstrated by pupils. Very positive pupil attitudes and commitment to work come about because they appreciate the efforts that teachers and learning support assistants make on their behalf and there is a strong mutual respect and rapport. Lessons are exceptionally well planned and individual education plans (IEPs) are used extremely effectively to inform planning, teaching and curriculum development. Lessons display good pace and a variety of teaching and learning strategies, so that pupils are engaged and involved. This is supported by the outstanding teamwork displayed by the adults in the class and also includes the excellent use of a range of information and communication technology (ICT). The nature of teaching and learning is different at each of the four sites, reflecting the emergence of a more subject-based

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

approach as pupils get older or opportunities to integrate with mainstream opportunities strengthen learning at the satellite bases. However, teaching is always highly effective in meeting individual needs and maximising achievement. Individual progress is monitored by class teams daily and when targets are met new ones, in line with IEPs, are implemented. When progress is not being made there is a clear expectation that different strategies will be attempted or the targets modified so that pupils can be successful. This underpins the pupils' outstanding achievements.

Every teacher takes responsibility for a subject, or curriculum area. The curriculum is broad and balanced. It enables clear and measurable targets to be set for communication; numeracy; personal, social and health education; ICT; and thinking skills. The more informal curriculum supports this through a wide variety of activities in and out of school, such as the Duke of Edinburgh's Award Scheme. Vocational and progression links are promoted through effective links with local colleges and the Connexions service. The school uses its specialist status to provide highly effective support and wider staff training for teachers and learning support assistants in schools throughout the locality.

Outstanding care, guidance and support are important elements in the success of pupils. Many pupils are in potentially vulnerable circumstances and personal welfare is seen as paramount. Since the needs of every pupil are identified so successfully, they are addressed in a way that supports and promotes wider progress and success.

Arrangements for safeguarding pupils are outstanding because of the close professional links with other child care organisations and outstanding practice in areas such as behaviour management, bullying and sexual safety. Child protection procedures are displayed clearly around the school and are prominent in the minds of all staff. Unexplained absence is checked carefully in case there is a safeguarding issue.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The highly experienced and effective headteacher has created and empowered a leadership team that demonstrates outstanding practice. Curriculum and subject leadership inspires teachers and learning support assistants to show creativity and outstanding practice in their classrooms. Systems for monitoring and evaluating are highly structured, based firmly on maximising pupil outcomes and very effectively supporting the professional development of staff. The governing body is outstanding in providing support and challenge. Governors are aware of their duty to promote community cohesion and an effective audit and action plan has been undertaken. However, implementation has not yet been fully achieved in promoting understanding of wider national and global communities.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The governing body fulfils all its statutory responsibilities, illustrated in the detailed review of safeguarding procedures they have undertaken. Engagement with parents is outstanding and there are highly effective contacts between parents and teachers, and with the school's leadership. Weekly, and when requested daily, home-school diaries promote effective communication. Termly parents' meetings are supplemented by more informal levels of contact at any time. Reviews of IEPs and statements reflect a high level of parent and carer engagement. Wider partnerships are strong and provide extremely effective support. This is a two-way process and, through the extremely effective implementation of the outreach service that reflects the school's specialist status, many other schools and pupils are provided with focused and structured support in mainstream settings. Resources are tightly focused on promoting effective outcomes for pupils and reflect outstanding value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The setting is highly effective since the quality of provision and individual support for each child enables them to develop a range of learning, social and emotional skills. They make good and often exemplary progress through their Reception Year from their starting points. This is strongly supported by the imaginative and effective learning environment, and the well planned and structured range of activities. Children are supported in making choices for child-initiated activities, while adult-initiated activities are carefully based on the needs and abilities of the individual, always focussed on maximising development. Strong links with parents and carers, and the specialist nursery that the children have previously attended, enables the head of the provision to gain a good understanding of each child prior to admission and from the start the needs of the children are exceptionally well met.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

There is clear evidence that the outstanding leadership and the very effective teamwork among all the staff promotes active learning within an environment where children are safe and their health and well-being are encouraged.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Sixth form

Current sixth form provision is primarily for students with greater degrees of learning difficulties because the influx of MLD pupils into the school has not yet generally got beyond Key Stage 4. The outstanding provision supports highly effective transition from school to continuing adult learning opportunities. Excellent support from the Connexions service and links with local colleges of further education not only support opportunities for promoting vocational learning and work experience but also ensure that leavers have a place in further education or training. All sixth form courses provide opportunities for accredited qualifications such as Entry Level or those offered by ASDAN in the general area of the promotion of life skills, which forms a key element of the provision. The curriculum is tailored extremely effectively to meeting individual needs, interests and aptitudes, as well as successfully promoting the key skills needed for independent living.

These are the grades for the sixth form

Overall effectiveness of the sixth form	1
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

Views of parents and carers

Typical are the views expressed by the overwhelming majority of parents and carers who responded to the questionnaire or spoke to inspectors was: 'Since our daughter has been at Dorothy Goodman, she is the happiest we have ever seen her. The staff are fantastic. She has learned so much. In all, this is an amazing school.' Another wrote; 'There is a warm and caring environment. We feel very lucky to have such a resource...our son has the opportunity to access a wide and varied curriculum.' Overall, parents and carers

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

express great support for the school and inspectors found clear evidence to corroborate their confidence in all aspects of the school and its work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dorothy Goodman School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 38 completed questionnaires by the end of the on-site inspection. In total, there are 183 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	82	7	18	0	0	0	0
The school keeps my child safe	34	89	3	8	1	3	0	0
My school informs me about my child's progress	30	79	7	18	1	3	0	0
My child is making enough progress at this school	24	63	12	33	1	3	0	0
The teaching is good at this school	28	74	10	26	0	0	0	0
The school helps me to support my child's learning	27	71	11	29	0	0	0	0
The school helps my child to have a healthy lifestyle	24	63	14	37	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	76	9	24	0	0	0	0
The school meets my child's particular needs	29	76	9	24	0	0	0	0
The school deals effectively with unacceptable behaviour	25	66	11	29	1	3	0	0
The school takes account of my suggestions and concerns	26	68	11	29	0	0	0	0
The school is led and managed effectively	28	74	10	26	0	0	0	0
Overall, I am happy with my child's experience at this school	30	79	8	21	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 June 2011

Dear Pupils

Inspection of Dorothy Goodman School, Hinckley, LE10 0EA

I am writing to say how much the inspectors enjoyed their recent visit to your outstanding school. We were extremely impressed by the way in which your teachers and class teams help you to do your very best, so that you make good and often outstanding progress. Mr Smith, all your teachers and class teams, and the governors work extremely hard for you and we saw how much you appreciate this.

You enjoy school and behaviour is excellent because your lessons are interesting. You try your hardest and this is why you do so well. Many of you develop healthy lifestyles and like to help out in school and the community. However, we felt you could learn a bit more about different ways of life in our country and around the world. The school helps you to develop some of the skills you will need in later life.

The school has good links with your parents and carers, many of whom told us how impressed they are with your school. You are kept very safe and some are helped by the people who come to work at the school, such as the therapists, or those who help you with problems you might have with your hearing or sight.

Although the school is outstanding there are two things we have asked them to do that will make it even better.

Give you more chances to discuss how good your work is with other pupils in your class so that you share ideas between yourselves.

Help you learn more about the lives of other people in our country and around the world.

Remember to do your very best at all times and that's the way to continue with your excellent progress and success.

Yours sincerely

Martyn Groucutt

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', 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.