

# Inspection of Dorothy Goodman School Hinckley

Stoke Road, Hinckley, Leicestershire LE10 0EA

---

Inspection dates: 25 and 26 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Outstanding

## **What is it like to attend this school?**

Dorothy Goodman School is a place where pupils are respected, nurtured and taught to be independent. Leaders are ambitious for all pupils. Expectations are high. From the early years to the sixth form, pupils develop their reading and communication skills. Across all school sites, pupils learn from well-trained staff who know them well.

Pupils benefit from a wide range of well-resourced learning environments, including dedicated sensory spaces and vocational facilities. Staff understand the needs of all pupils well. They ensure that pupils attend the right provision at the right time to ensure their needs are met. Leaders ensure that pupils develop a sense of belonging and feel valued. They also ensure that pupils are well supported by specialist staff and other adults. Those pupils who need it have access to specialist facilities, including a hydrotherapy pool and a therapeutic swing.

Pupils' personal development is strong. Relationships between staff and pupils from the early years through to the sixth form are highly positive. Pupils know that they are well cared for. Most pupils are happy at school and say that bullying is not an issue, but if it were, they know staff would support them.

## **What does the school do well and what does it need to do better?**

Leaders prioritise reading and the teaching of phonics. They ensure that staff have the resources and training to teach phonics effectively. Teachers read aloud to pupils confidently and use questions well. This encourages pupils to talk about reading and helps them to engage with lessons. Most pupils read well.

Leaders have introduced a new curriculum from the early years to post-16. Leaders recognise that some subjects are at a more advanced stage of development than others. In most subjects, leaders have identified the important knowledge they want pupils to learn and when. However, in some subjects, it is not clear precisely what knowledge leaders intend pupils to learn, nor how it is checked. Leaders have not fully developed assessment systems to measure the key knowledge to be learned accurately. Most teachers have good knowledge of the subjects they teach. They successfully adapt their teaching to meet pupils' special educational needs and/or disabilities (SEND). They present subject matter clearly. Pupils participate well in most lessons. However, at times pupils do not engage actively with learning.

Leaders have a clear vision for the early years. Staff ensure that transitions into school are effective with personalised outreach support. This ensures that children settle into school quickly. Children receive effective care and support that meets their needs. They are fully included in school life. Leaders ensure that classrooms and play areas are well equipped. All children learn phonics or pre-phonics. Skilled staff establish positive classroom routines that help children to engage well with

learning. However, some parts of the early years curriculum are not yet fully developed.

Leaders maintain effective oversight of pupils' progress through termly meetings. They ensure that pupils in key stages 4 and 5 study appropriate courses. Most post-16 students attend the school's vocational provision. It is well resourced but not all parts of the curriculum are consistently well taught. Some post-16 students attend different sites to support their SEND. This means their needs are well met. The post-16 curriculum extends beyond the academic. Staff teach students to be independent. Students learn to prepare meals for others and access the school gym. They are well prepared for the world of work. Students achieve recognised qualifications that include food hygiene and first aid.

Pupils' behaviour and attitudes are good. Most pupils attend well. However, in key stage 5, some students do not attend school as often as they should. Leaders have clear plans to support these students to improve their attendance. Staff deal swiftly with individual incidents of poor behaviour. However, leaders' strategic tracking of incidents is imprecise. They cannot monitor patterns of behaviour with accuracy, and pupils' support plans are not as precise as they could be.

Pupils' personal development is exceptional. Leaders have designed a high-quality personal, social, health and economic (PSHE) education curriculum. They ensure that pupils have access to a rich set of experiences at each stage of their education. Secondary and sixth-form pupils learn to be active citizens through the Duke of Edinburgh's Award. Sixth-form students can access work-related qualifications that prepare them for adulthood. Leaders ensure that pupils receive high-quality careers advice. Students are well prepared for their next steps in education, training or employment. Pupils have an age-appropriate understanding of healthy relationships and diversity. They learn about fundamental British values and being good citizens. The school council successfully petitioned the local authority for a new school crossing. Primary pupils develop independence. They learn about the world around them through outdoor learning. Pupils can experience activities that include falconry and jewellery making.

Governors and trustees know the school well. They understand the school's strengths and areas for development. They hold school leaders to account for the performance of the school. Most staff say that leaders are supportive and approachable. Leaders promote staff well-being. Staff appreciate leaders' efforts to manage staff workload. Early career teachers receive regular training and feel positively supported by their mentors.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a strong culture of vigilance across all school sites. Procedures to check adults prior to their employment are robust. Staff are well

trained and leaders ensure that they are regularly updated. Leaders identify the risks pupils face in the community and ensure that staff understand them.

Pupils' safeguarding records are detailed. Staff ensure that pupils who need support receive it in a timely manner. Safeguarding leaders work well with external agencies to meet children's needs.

Pupils say that they feel safe and well supported by adults in school.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- New assessment systems are not fully developed. They do not measure the key knowledge to be learned. This means that staff cannot accurately check pupils' understanding and identify gaps in their learning. Leaders should further develop assessment systems to ensure pupils' progress is accurately measured against the curriculum.
- Leaders do not have the information they need to identify patterns in pupils' behaviour. Pupils' support plans are not precise. Leaders should ensure staff have access to the right information so that trends can be identified and pupils' behaviour support plans are amended accordingly.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	138156
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10240419
<b>Type of school</b>	Special
<b>School category</b>	Academy special converter
<b>Age range of pupils</b>	4 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	389
<b>Of which, number on roll in the sixth form</b>	62
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Christopher White
<b>Headteacher</b>	Kelly Dryden
<b>Website</b>	<a href="http://www.dorothygoodman.co.uk">www.dorothygoodman.co.uk</a>
<b>Date of previous inspection</b>	13 and 14 October 2021, under section 8 of the Education Act 2005

## Information about this school

- Dorothy Goodman School is a special school for pupils aged between 4 and 19 years. It is based across seven sites.
- Most pupils have an education, health and care plan.
- The school is part of the Open Thinking Partnership multi-academy trust.
- The school makes provision for pupils with complex special educational needs. This includes those with physical disabilities, autistic spectrum disorder, moderate and severe learning difficulties, speech, language and communication needs, multi-sensory impairment, and profound and multiple learning difficulties.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the senior leadership team, subject leaders, teachers and support staff.
- The lead inspector met with members of the school’s governing body. The minutes of governing body meetings were scrutinised. In addition, the lead inspector spoke to members of the board of trustees in an on-screen meeting.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science and PSHE. They discussed the curriculum with subject leaders, visited a sample of lessons across all school sites, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. The provision for teaching communication was also closely scrutinised.
- The lead inspector met with the school’s designated safeguarding lead. They reviewed the school’s safeguarding records, relevant policies and other safeguarding documentation. The inspector also reviewed the processes leaders use to identify and help pupils who need support. In addition, they scrutinised the school’s records of checks carried out on adults who work at the school.
- The lead inspector observed pupils reading to a familiar adult.
- Inspectors spoke to pupils formally and informally, including pupils who receive support to improve their reading.
- Inspectors reviewed a range of school documents, including the school’s self-evaluation and improvement plans.
- Inspectors met some parents and carers of pupils who attend the school, individually and in groups, to discuss their experiences of the school’s work.
- Inspectors spoke to staff, individually and in groups, about their workload, the school’s leadership and pupils’ behaviour in the school.
- The responses to Ofsted’s online surveys were also considered.

## Inspection team

David Mills, lead inspector	His Majesty's Inspector
Andy Lakatos	Ofsted Inspector
Lisa Harrison	Ofsted Inspector
Paul Lowther	Ofsted Inspector
Dick Vasey	Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022