



Dame Hannah Rogers School

Inspection Report

Unique Reference Number 113653
LEA Devon
Inspection number 296228
Inspection dates 6 July 2006 to 6 July 2006
Reporting inspector Michael Megee AI

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

Type of school	Special	School address	Woodland Road
School category	Non-maintained		Ivybridge
Age range of pupils	10 to 19		Devon PL21 9HQ
Gender of pupils	Mixed	Telephone number	01752 892461
Number on roll	43	Fax number	01752 898101
Appropriate authority	The governing body	Chair of governors	Mrs Marcia Wolstencroft
Date of previous inspection	21 May 2001	Headteacher	Ms Angela Murray

Age group	Inspection dates	Inspection number
10 to 19	6 July 2006 - 6 July 2006	296228

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Dame Hannah Rogers School educates pupils with physical disabilities who also have learning difficulties. About half the pupils have severe learning difficulties, a third have moderate learning difficulties and the remainder have profound and multiple learning difficulties. Many pupils have complex medical needs. There are slightly more girls than boys. Pupils are admitted from all parts of the United Kingdom. All of the pupils have a statement of special educational need. Almost all of the pupils are of White British heritage.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Dame Hannah Rogers School provides its pupils with outstanding care and education and provides excellent value for money. The school shares this view of itself. Pupils, including students at post-16, make very fast progress because of the excellent multi-disciplinary support they receive from teachers, therapists, care and medical staff. The relationships between pupils and adults in the school are great strengths. Parents say the school is simply wonderful and love the school's 'holistic' approach which promotes all facets of a child's development. As one parent put it, 'Dame Hannah Rogers has been my daughter's saving - and mine!' Teaching is of extremely high quality and is well supported by a good curriculum. However the school does not offer pupils sufficient opportunities to learn in mainstream schools. Leadership and management at all levels, including at post-16, are outstanding. The previous inspection reported on the school's excellence in all areas, but there is no complacency and the school has not rested on its laurels. The leaders and governors are continually seeking to improve the school through effective self-evaluation. The school clearly demonstrates its very good capacity to improve further by the timely and effective way areas for development are identified and solutions found.

Effectiveness and efficiency of the sixth form

Grade: 1

What the school should do to improve further

- Ensure that where appropriate, pupils have sufficient opportunity to experience mainstream education.

Achievement and standards

Grade: 1

Pupils' achievement is outstanding. This reflects the teachers' very high expectations and the very good response from the pupils, backed up by first-rate support from therapists and care staff. Over recent years, the school has been admitting pupils with increasingly complex needs. Attainment on entry is now significantly below average. There is a wide spread of individual attainment throughout the school and there is also variation from year to year. Pupils make excellent progress right from the start and maintain that progress throughout their time at the school. There is no discernible difference between the achievement of boys and girls, although the school has limited information on this. Achievement at post-16 is very high. Pupils with profound and multiple learning difficulties make good, rather than outstanding progress. Because support to meet their communication needs is not quite fully developed. All pupils make very good progress against the challenging academic targets which are set. One parent wrote: 'My daughter came to the school with low self esteem having experienced only failure. She is fully recovered and has made exceptional progress at this exceptional school.'

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils of all ages genuinely value each other and all adults in the school. Excellent attendance and punctuality demonstrates how much they enjoy school. Behaviour is consistently of a very high quality. Spiritual, moral, social and cultural development is good overall. Moral and social development are promoted by the consistently high quality guidance which ensures that pupils feel completely safe, act in very safe ways, and make consistently beneficial and healthy choices in their lives. Pupils with significant physical or health-related difficulties thrive under the close expert attention of medical and therapeutic staff. Social development is held back by the lack of opportunities for pupils to attend lessons in mainstream schools. Pupils' cultural development is very strong as they experience, for example, a Greek week, French exchange visits, and are regular supporters of Plymouth Argyle football club. Pupils make good contributions to the school and local communities. The pupils are welcomed throughout the town and praised for their good manners and cheerful demeanour. The school council is regarded by everyone in the school community as being highly effective in representing pupils' views. Pupils take on a few responsibilities around the school, and the school recognises more could be done in this regard, for example providing more opportunities for pupils to be involved in work related skills. There is good development of the basic skills that contribute to pupils' future well-being, especially in improving both their physical condition and their ability to communicate their desires and aspirations.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. The quality of learning throughout the school is high because careful planning provides pupils with work that is well matched to their needs. Teachers set clear aims for what pupils will learn in lessons so that pupils fully understand what they have to do. Pupils' personal development is fundamental to their learning. Consequently all staff ensure that pupils' health, physiotherapy and communication needs are taken into account throughout the day. The very good day-to-day assessment of pupils' progress leads to frequent adjustment to future work, ensuring that needs continue to be met. There are very caring relationships in the small class groups, which mean that pupils are strongly motivated to meet staff's high expectations.

Curriculum and other activities

Grade: 2

The school's curriculum is good and motivates its pupils well through a good range of learning opportunities. It successfully develops links between all the subjects through its themed approach and makes learning pleasurable and purposeful. The school has

still to make these links with work related learning. A very good range of cinema and theatre visits, the frequent use of the local town's amenities and residential visits enhance the curriculum very well. Visitors to the school, such as a clarinet ensemble and the local policeman, contribute significantly to planned personal and social programmes. The school employs a wide range of medical, therapy and teaching staff who work together on the site to promote pupils' understanding of being healthy and safe as well as doing much to develop their self-confidence. Pupils and parents value the high quality range of extra-curricular activities. However, there are too few planned opportunities for pupils to attend lessons in mainstream schools, or for the pupils with most complex needs to learn alongside more able pupils within the school. The curriculum at post-16 is effective, and good plans are under way to link with a local mainstream college.

Care, guidance and support

Grade: 1

The quality of care, guidance and support is outstanding because all staff have pupils' welfare very much at heart. Close relationships are established with parents before pupils start school and these are very effective in promoting pupils' welfare and care. Child protection, health and safety procedures and risk assessments are thorough and ensure that pupils are looked after well and feel safe and secure at all times. Education, therapy, medical and care staff collaborate very closely so that pupils' needs are recognised, shared and managed exceedingly well. Consequently, pupils are in the best possible physical condition to learn. The staff from all the disciplines meet weekly to set and review targets and provide joined-up highly effective support. In school, pupils receive expert support based on detailed assessment records. The use of symbols and objects of reference around the school is not quite at the highest level yet for pupils with profound and multiple learning difficulties. Pupils report that they feel very well looked after and know what to do if they have concerns or worries. Parents recognise and appreciate the outstanding care and support. One parent said 'I cannot praise the school highly enough for the support it gives to my daughter and me.' Students in the further education department are supported very well, and are kept very well informed about future options that may be available to them.

Leadership and management

Grade: 1

Leadership and management are outstanding. All leaders share the headteacher's passion and commitment to give the pupils the very best provision possible and to raise standards even further. There is determination and dedication at every level to draw together all the different professionals within the school to provide comprehensive support for every pupil. Leadership is distributed very well and this results in all staff sharing the headteacher's very clear vision and feeling fully involved in all the decisions made. Pupils on the school council enjoy being involved in decision-making. Teaching, learning and other areas of the school's work are regularly and systematically monitored so that areas that require development are quickly identified and solutions can be

found. Links with the local community and with families are a strong distinctive feature of the school which are of great benefit to the pupils and parents. One parent spoke of how the staff send him a text every evening to reassure him about the well-being of his daughter. The views of staff, parents, pupils and other stakeholders are regularly sought. Governance is very strong. The governors are very experienced and dedicated, and make use of a wide range of strategies to inform themselves about the quality of life at the school. Consequently they and the headteacher have a good understanding of the school's strengths and areas that need improvement. However they do not yet analyse their information to see whether girls do better than boys, or any year groups make better progress than others. They work very hard together to improve the pupils' prospects through the school improvement plan which is closely focused on the needs of the pupils. Resources are used extremely well to achieve excellent value for money. The school has a strong capacity to continue to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	1
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	2
How effectively and efficiently resources are deployed to achieve value for money	1	1
The extent to which governors and other supervisory boards discharge their responsibilities	1	1
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

6 July 2006 Dear Pupils Thank you for welcoming me to your school. I enjoyed visiting the school and seeing you at work. You all helped me greatly to find out how good your school is. Special thanks to the School Council who met me and told me all about life at the school. This is what I found out:

Your teachers and all other adults in the school give you terrific help and so you learn very quickly.

You behave very well.

You really enjoy coming to school because you like the people who work with you and there are lots of interesting activities for you to take part in.

The school is helping you to keep fit and well and stay healthy by encouraging you to do regular exercise and eat healthy foods.

You get on very well together, support each other and care greatly for one another. I have recommended that the school gives you the chance to have some lessons in a local primary or secondary school. Your school is an outstanding one and one of which you should be really proud. With your help, I am sure the school will improve still further. Good luck to you all in the future. Yours sincerely Mick Megee Lead Inspector Alexandra House 33 Kingsway London WC2B 6SE T 0207 421 6800 F 0207 421 6707 www.ofsted.gov.uk