

## Dame Hannah Rogers School

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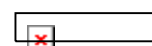
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#### Basic information about the school



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| Name of college:             | Dame Hannah Rogers School                 |
| Type of college:             | Independent Specialist Residential School |
| Principal:                   | Mrs Angela Murray                         |
| Address of college:          | Woodland Road<br>IVYBRIDGE<br>PL21 9HQ    |
| Telephone number:            | 01752 892461                              |
| Fax number:                  | 01752 898101                              |
| Chair of Governors           | Lady Yvonne Nicholson                     |
| Unique reference number      | 113653                                    |
| Name of reporting inspector: | Charlie Henry HMI                         |
| Dates of inspection:         | 25-27 April 2005                          |

Set out below are the findings of the inspection by the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) undertaken 25-27 April 2005. This inspection evaluated the

provision made within your school under Section 62 of the Learning and Skills Act 2000. As such it reports on the provision made for one student who is currently funded by the Learning and Skills Council (LSC). It does not report on the full provision for post-16 students within the further education unit.

The school makes **good** provision for this student.

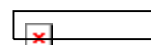
### ***Key Strengths***

- good achievement in communication, information and communication technology (ICT) and physical skills
- effective multi-disciplinary approach to teaching and learning
- very good resources for communication and physical development
- good curriculum to match needs
- outstanding specialist support and guidance
- high quality leadership and strategic and financial planning.

### ***Key weaknesses***

- insufficient monitoring of the quality of teaching and learning
- not fully compliant with the Special Educational Needs and Disability Act (SENDA) 2001.

### **Achievement and standards**

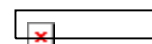


The student has made good progress overall. Progress is very good in developing communication skills, in the use of switches and voice output communication aids (VOCA) and in developing social skills, such as attending to conversations and responding when asked. The student is able to use his VOCA to scan a selection of eight responses and choose the correct one, for example, to say 'hello'

or to deliver a message. He uses a head switch well to operate this equipment. Further development of communication skills include more effective use of symbol cards through eye pointing, especially 'yes' and 'no'. Progress is also good in mobility and physical skills, including walking in a supporting frame and using a head switch to operate an electric wheelchair.

There is, however, insufficient progress in other areas of the curriculum, especially in numeracy and life skills. The weaknesses in setting appropriate targets and recording learning in these areas do not demonstrate sufficiently that progress has been made.

## Quality of education and training



Teaching and learning are good. Lessons are well planned with a range of interesting activities that motivate students well. Targets within the individual education plans are used frequently within lessons. Opportunities to develop communication skills are used very well. Teamwork is good. Learning support assistants work effectively both when given responsibility for a specific aspect of a lesson and within group work. All staff consistently use their knowledge of students to involve and encourage their involvement. As a result students attend to lessons well. Teachers successfully monitor students' participation and provide additional teaching to the student or guidance to support staff when required. On a few occasions the language and resources are not at the appropriate level to match students' needs. For example, occasionally paper based resources are used where these do not contribute to learning.

Staff are suitably qualified and experienced to meet the student's needs. There is a very good number of learning support assistants. There are very good resources for communication development, including a broad range of VOCA, and low technology resources, such as symbol cards. Similarly, facilities for physiotherapy and for other physical activities, including the indoor sports hall and hydrotherapy pool, are of a very high standard. The classrooms are spacious and appealing as learning environments. Residential accommodation is within one of five post-16 bungalows. Each of the bungalows accommodates five students and provides a home like environment aimed at increasing their level of independence. There is very good individual assessment and guidance concerning lifting and manual handling. While there are also risk assessments for different areas of the school there has not been sufficient consideration of the risks to the individual student, given his different needs, during specific activities.

Assessment and monitoring of progress are satisfactory. They are good for communication skills, ICT and physical development. Individual education plans are used well by all staff to focus their teaching on the most important areas for development. In a few areas of the curriculum, especially in life skills, there is insufficient baseline assessment and subsequent monitoring of learning. It is not possible for the school to evaluate effectively how much the student has learned in these areas.

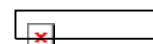
The range of courses matches the student's needs well. There is appropriate emphasis on the most important areas of learning in communication skills and the development of physical skills and mobility. The ICT programme is very well integrated into these areas to develop the use of switches to enable the use of VOCA and an electric wheelchair. While there are good opportunities for promoting self-advocacy and making choices within the school day these are not sufficiently built upon within the residential provision. A few areas of the curriculum are led too much by the requirements of national awards. In these areas, especially life skills, planning does not ensure sufficiently that work is based on current skills and knowledge and the most likely needs for the future as the student develops towards adulthood.

The quality of support and guidance is outstanding. There is a very good range of specialist support provided by professionals who are permanent members of the staff team. These include medical and nursing staff, speech and language therapists, physiotherapists, an occupational therapist and a counsellor. An extensive range of support is provided, including direct work with the student,

together with advice and training for other staff. Assessments by speech and language therapists, occupational therapists and physiotherapists are particularly valuable and used to set targets and inform programmes. In addition, further support is provided as needs arise, including from an educational psychologist, advisory teachers for sensory impairment, a dentist and other specialist medical professionals. The school has appropriate procedures to ensure the safeguarding and protection of children and vulnerable adults.

Induction of new students into school is achieved very effectively. Staff visit potential new students in their school or at home. This is followed by visits to Dame Hannah Rogers School by the student and parents, initially informally and then for a more formal residential assessment within one of the post-16 bungalows. This includes assessment by a range of specialists, as appropriate to the individual student's needs. Similar care is taken to plan for student's transition to their next placement. Connexions advisors attend all review meetings, liaising with the student's home services as required. Students visit their potential next placement with school staff to help the process of transition and to provide greater opportunity for discussion about how an individual's needs can be met.

## Leadership and management



Leadership and management are good. The principal and the head of further education provide good leadership for the further education provision. There is good internal communication between managers, staff and parents. Staff are consulted on key school issues. There are also very effective communication between senior managers and the trustees and governors. Good and appropriate use is made of external consultants to support the expertise and experience of school staff. Management of the curriculum is good overall, with very good management of the multidisciplinary curriculum. Co-ordination of the extended curriculum is unsatisfactory.

The annual self-assessment process is effective. It involves governors and staff and leads to the identification of priorities for improvement. The self-assessment report accurately identifies the majority of the key strengths although does not identify the key weakness in quality assurance. There is insufficient rigorous monitoring of the quality of teaching and learning. The procedures for the performance management of teachers are clear and detailed but have not taken place systematically in the last 18 months. These include a classroom observation process but this does not measure key aspects of the school's multi-disciplinary approach such as the communication strategy or health and safety. The process is not sufficiently rigorous in identifying areas for improvement. Performance management of learning support assistants and care staff is effective and has identified and addressed areas requiring improvement.

Target-setting is satisfactory overall. Analysis of the individual student targets leads to whole school targets in English, mathematics, ICT and life skills. Target-setting for teaching staff as part of the performance management process relates to training and development and is not always reviewed for completion.

A good range of staff training and development activities takes place each year through designated training days. Recent courses include signing skills, challenging behaviour, profound and multiple learning difficulties, alternative and augmentative communications equipment and health and safety. There are good opportunities for all staff to work towards national recognised qualifications relevant to their roles. Induction of new staff is also effective.

The governors and trustees fulfil their responsibilities very well through regular meetings and the work of sub-committees. They contribute very effectively to the strategic planning of the school. Some governors have a good involvement in the work of the school through individual projects, including chairing the student council, monitoring of care standards, preparation for inspection,

supporting student advocacy, and self-assessment.

There is good promotion of equal opportunities and diversity. There are good arrangements to ensure that individual needs are met, however the school is not fully compliant with SENDA. The equal opportunities policy effectively promotes anti-discriminatory practice relating to both students and staff. Race Relations policy meets the requirements of the Race Relations (Amendment) Act 2000 and is supported by school guidance in relation to students from minority ethnic groups. There is good celebration of cultural diversity within the school. Promotion of disability is good in the community through external links and involvement in national and local sports events.

Strategic planning is good. Well considered analysis leads to the setting of priorities within the school's improvement plans. The implementation of these plans are well-managed by the principal who reports on progress to the governing body at six- weekly intervals. The principal and the bursar work closely together to monitor budgetary aspects relating to school improvement targets. The strategy for development of the accommodation is well-managed, and is well-monitored by trustees. The school is meeting the requirements of its contract with the LSC. It provides good value for money.

## Notes

