

# Yeoman Park School

## Inspection report

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<b>Unique Reference Number</b>	122952
<b>Local Authority</b>	NOTTINGHAMSHIRE
<b>Inspection number</b>	301318
<b>Inspection dates</b>	14–15 June 2007
<b>Reporting inspector</b>	Alan Lemon

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

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	3–19
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	96
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Bridget Daines
<b>Headteacher</b>	Mr Paul Betts
<b>Date of previous school inspection</b>	9 June 2003
<b>School address</b>	Park Hall Road Mansfield Woodhouse Mansfield Nottinghamshire NG19 8PS
<b>Telephone number</b>	01623 459540
<b>Fax number</b>	01623 459526

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

In Yeoman Park School all pupils have statements of special educational need which fall into three main groups of severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and autistic spectrum disorders (ASD). At the moment, these groups are all nearly equal in number. The school is organised into lower school, for nursery children and pupils up to Year 4, middle school, for pupils between Years 5 and 9, and upper school, for pupils in Years 10 to 11 and post-16 students. Students in upper school are based in either the bungalow on the Yeoman Park school site or in the shared sixth form centre on the Manor Comprehensive school site next door. The school draws its pupils from a wide area of North Nottinghamshire, which is predominantly White British. Nearly all pupils are transported to school by the local authority.

The school employs a large multi-disciplinary staff to meet the wide range of pupils' learning difficulties and disabilities, some of which are of a complex medical or behavioural nature. PMLD pupils are taught separately because of the concern for their vulnerability to the challenging behaviour of some other pupils. The Theatre of Possibilities is a PMLD sensory curriculum development aimed at making these pupils as active and independent learners as possible.

The School has a wide range of awards including, Quality in Study Support (QiSS), Sportsmark, The International School Award, Healthy School Award, Investors in People status and is a Creative Partnership Hub school. It is contributing to several learning development projects linked to young people with learning difficulties and disabilities. It also provides additional activities for its pupils after school and in the holidays.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school which is extremely effective in dealing with the challenges of meeting the wide range of its pupils' needs. While the school modestly evaluates itself as good, many parents took the trouble to point out they think the school and staff are excellent. The school achieves its high quality despite the difficulties presented by a building which is barely adequate for the demands of educating the SLD, PMLD and ASD pupils on roll. By contrast, the upper school has very good accommodation in the shared sixth form centre and this contributes enormously to their preparation for the future. Leadership and management across the school are excellent, particularly in minimising the limitations imposed by the accommodation. This is only one example of school leaders' strong drive and direction, which is continually improving the school. The capacity for further improvement is exceptionally good and value for money achieved by the school is excellent.

The vision for the future is defined exceptionally well through rigorous monitoring and evaluation of the school's work at all levels. This vision has also been reached through wide consultation. The school is extremely conscious of its place in the community and to working collaboratively with health and social services. It has made excellent links with parents, schools and the professional agencies. Governors' roles have improved and they make a good contribution to giving the school direction.

The staff are earnest questioners of the impact of their work and this leads to continual refinement of their approaches. The Theatre of Possibilities, for example, raises the expectations in an already well established PMLD curriculum, which is leading to these pupils making even better progress. High quality education is found across lower, middle and upper school, responding to the needs of SLD, PMLD and ASD pupils in particular. The curriculum, including the Foundation Stage and post-16, is an excellent range of learning opportunities matched very well in relevance and interest to pupils. They thoroughly enjoy school as a result. Additional activities extend beyond the school day and into holiday periods, which is an absolutely essential response to pupils' and their parents' wider needs. The school's concern for the 'whole child' dovetails neatly into its superb provision for their care, guidance and support. Their personal development is outstanding, with very close attention given to them learning to stay safe and developing healthy life styles. Challenging behaviour is managed expertly.

The sharp focus on high quality provision for all pupils means they are achieving exceptionally well. They make impressive progress as a result of outstanding teaching and learning across the school. Lessons are lively and very well matched to each pupil's learning needs. The headteacher has implemented a new assessment scheme which is making the tracking of pupils' performance more precise so that a much sharper focus can be applied to the very small steps of progress pupils make.

### What the school should do to improve further

- Evaluate the extent to which the new assessment scheme sharpens the focus of what pupils are taught and the targets they are set in individual education plans.

## **Achievement and standards**

### **Grade: 1**

Achievement is outstanding across the school as a result of exceptionally effective teaching and learning. There is no difference in the achievement of pupils in the three main groups of learning difficulties as the excellent provision for each group is being very effectively managed. All pupils make outstanding progress, whether they have SLD, PMLD or ASD, because their individual needs are so well understood. PMLD pupils in lower school benefit enormously from the Theatre of Possibilities. This resource-rich sensory curriculum is enabling these pupils achieve an active role in their own learning. Across the school, detailed planning put into what is taught pays huge dividends in terms of pupils' progress. Very good teamwork in classrooms and the skilful co-ordination of the wide range of therapies support learning enormously, all of which contributes hugely to pupils' achievement. Strong teaching, exceptionally well planned courses and support in Upper School lead to pupils and students making rapid progress and achieving outstandingly, which means they leave school well prepared for the future.

The use of assessment, and tracking data on pupils' progress in particular, while effective, is still being developed. While this is a difficult area to refine in a school such as this, the aim is to improve further what is known about pupils' performance and apply this to sharpening planning and making targets in pupils' individual education plans even more precise.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding because of such high quality care and support for every one of them. Personal, social and health education strongly influences many pupils' social and moral understandings. Their spiritual experiences are greatly enriched by the wonderful weekly celebratory assemblies. Relationships throughout the school are excellent. Pupils' attendance is good; they are very happy and thoroughly enjoy school. Through regular physical exercise and making healthy food choices, pupils make excellent progress in developing a healthy lifestyle. Pupils conduct themselves safely. The challenging behaviour of a few ASD pupils is very consistently managed and behaviour is good. Pupils make a good contribution to the life of the school. They are keen to take part in the many activities provided during and after school. Pupils are encouraged extremely effectively to take responsibility for themselves and they manage their lives as independently as possible.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are outstanding. Teachers, their classroom assistants, and the good range of therapists on hand respond very well to the school's high expectations and work dedicatedly as a team to support pupils. Pupils' learning difficulties are understood very well as a result of the multi-disciplinary assessments these teams carry out. These are used effectively for planning activities and pupils' support in lessons, ensuring the conditions for learning remain very positive. Teaching is very often lively, fast moving and, for pupils, extremely enjoyable. Many lessons have good beginnings and endings that are clearly planned so that pupils experience good levels of engagement in their learning. Resources are thoughtfully selected

to make learning accessible, experimental and fun, which reflects the whole school's desire to teach in creative and exciting ways. This is a strong feature of some exceptional teaching of PMLD pupils using the Theatre of Possibilities. Pupils are managed well and although many are challenging, their behaviour is good in lessons.

A good process of regular recording and assessment of pupils' progress means work stays challenging for pupils. However, the headteacher wants to improve assessment further to reach a point where teachers have an even more detailed picture of the small steps in pupils' progress in order to sharpen lesson planning and pupils' individual targets.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. The well-varied strategies to develop pupils' communication skills using objects, symbols and information and communication technology (ICT) are excellent. The physical education curriculum is a significant strength, as a great many pupils take part in a broad range of activities such as outdoor adventure pursuits, swimming and athletics. The excellent provision for personal, social and health education underpins the school's caring ethos by extending pupils' independence and social awareness very well. The development of resources in ICT has enriched the quality of teaching and learning in classrooms. The upper school curriculum has been exceptionally well planned, with learning opportunities that equip pupils well with the experience, skills and independence they will need to cope with the demands of adulthood. Throughout the school pupils have the opportunity to enjoy an excellent range of enrichment activities, including community and residential visits, which very effectively contributes to and improves their independence, social and life skills.

## **Care, guidance and support**

### **Grade: 1**

The provision for pupils' care, guidance and support is excellent. Pupils are very well cared for by extremely dedicated teams who know them well and understand their individual, and often complex, needs. Pupils of all ages learn in a very secure and supportive environment where relationships are excellent. Staff are well trained to provide the quality of personal care which many pupils constantly require. Good procedures are in place for child protection, risk assessments and emergency aid and all issues are well monitored and recorded. The school works closely with a wide range of support agencies and this makes a strong contribution to meeting comprehensively pupils' individual needs. Parents and carers are involved fully in the reviews of their child's progress and a great many speak highly of the excellent care and support provided for their children. Pupils receive excellent academic guidance because the school places great emphasis on their individual needs and the development of skills to help them towards a good level of independence in their adult lives.

## **Leadership and management**

### **Grade: 1**

Leadership and management are excellent. The headteacher gives an exceptional lead by setting high expectations, pace and a clear direction. Together with the deputy headteacher he inspires the whole school to work hard to achieve high standards and continual improvement. This has a very positive impact on the leadership and management across the school. Governors' role

in supporting the work of the school has improved considerably and is now good. Team leaders ensure the lower, middle and upper schools are very well led and managed and pupils are achieving exceptionally well as a result. The leadership and management of the curriculum are excellent. The curriculum meets the needs of the wide range of pupils exceptionally well and prepares them well for the future. The improvements being achieved in providing for PMLD pupils are the result of superb leadership deriving from dedication, expertise and imagination. The highest quality of teamwork between all staff means pupils' personal development and well-being are being provided for exceedingly well. While staff have contended very well with the lack of space, the school was not designed to meet today's pupils' wide-ranging needs. It has all but reached the limit of major adaptations. Outdoor play areas have been encroached upon considerably in order to build more essential indoor space.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

18 June 2007

Dear Pupils

Inspection of Yeoman Park School, Mansfield Woodhouse, Nottinghamshire

Many thanks for giving my colleague and I such a warm welcome. We thoroughly enjoyed the two days we spent with you in school and we were really pleased to see how very well you doing in lessons.

We found out many very pleasing things about your school and most of all that yours is an excellent school and one of the very best. The governors, headteacher and all of the staff have worked extremely hard to bring together many things that have made your school so outstanding. Importantly, they keep you safe and encourage you in really successful ways to behave, be independent and responsible. We were impressed by how well you manage by yourselves and are good friends with each other. It was good to see that you are concerned to be healthy by eating the right food, by exercising and keeping fit. It all adds up to you enjoying school tremendously, so in lessons you are keen to work hard and are trying your very best. Not surprisingly therefore you are making excellent progress and by the time you get into upper school, your course results are very good. We were impressed by the fact that you are so well prepared to leave school.

There was not much we could ask the governors and headteacher to do to make your school even better that they did not already know about and were doing. However, we did say that teachers could plan the work you do in lessons even more precisely and set you even more accurate targets to help you learn even better than now.

We wish you all well for the future.

Alan Lemon

Lead inspector