

# Yeoman Park School

Park Hall Road, Mansfield Woodhouse, Mansfield, NG19 8PS

**Inspection dates** 6 – 7 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils make outstanding progress, particularly in communication skills. This means that they are exceptionally well prepared for the next stage in their education or training.
- The majority of pupils make outstanding progress in literacy, numeracy and science. They apply what they have learned in these subjects throughout the school day and this enables them to make remarkable achievements in personal and social development.
- The sixth form is outstanding and students make exceptionally good progress here because they spend an increasing amount of time developing their independence and applying their skills in an adult situation.
- Other adults make an exceptional contribution to pupils' outstanding progress.
- Teaching is outstanding and this has been maintained since the last inspection. Teachers pinpoint exactly what each pupil needs to learn next and they plan activities meticulously so that pupils make rapid progress at all times.
- Pupils' behaviour is outstanding. Learning is rarely affected by disruptive behaviour. Pupils feel very safe and secure and well cared for.
- The school's outstanding partnership with parents contributes significantly to the achievement of pupils. This means that very young children get off to an excellent start.
- The plans made for pupils are innovative and very well considered. They are enriched by a wide variety of visitors and different experiences in other locations.
- The executive headteacher is very ambitious for the achievement of the pupils. Management of the quality of teaching is highly effective and this has meant that pupils have made ever-increasing progress since the last inspection.
- The governing body makes an excellent contribution to the leadership of the school. It understands clearly what is happening in school and makes decisions based on the first-hand knowledge it gathers.

## Information about this inspection

- The inspectors observed seven lessons, four jointly with members of the leadership team. The inspectors each undertook a learning walk with the headteacher and the lead inspector visited an assembly. Inspectors held discussions with key staff, the Chair of the Governing Body as well as holding a telephone conversation with a representative of the local authority.
- The inspectors took account of the school’s procedures for safeguarding and gaining an accurate view of its performance. They looked at the headteacher’s reports to the governing body, the development plan, records of lesson observations, targets set for teachers, and documents that track pupils’ progress.
- The inspectors spoke with pupils and took account of 15 responses from the on-line questionnaire (Parent View).

## Inspection team

Pauline Hilling-Smith, Lead inspector

Additional Inspector

Simon Mosley

Additional Inspector

## Full report

### Information about this school

- Approximately one quarter of pupils have profound and multiple learning difficulties some of whom have complex medical conditions. The rest of the population have severe learning difficulties or autism or a combination of both.
- The vast majority of pupils are of White British origin and the majority are boys.
- All pupils have a statement of special educational needs.
- The proportion of pupils who speak English as an additional language is well below the national average.
- The number of pupils from minority ethnic backgrounds is average.
- The proportions of pupils known to be eligible for the pupil premium, additional funding for looked-after children, pupils known to be eligible for free school meals and those from service families, are well above average.
- The sixth form students attend lessons on the site of Phoenix, Bay 6 and Portland College alternative providers.
- The school entered into a hard federation with a neighbouring special school in September 2010 when the headteacher of this school became executive headteacher of both schools.

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

- Increase the percentage of outstanding achievement even further, particularly in mathematics and for pupils who are newer to the school by:
  - checking progress against nationally published information showing the progress of pupils with a similar starting point more frequently so that targets set are always as challenging as they can be.

## Inspection judgements

### The achievement of pupils is outstanding

- As a result of their special educational needs and disabilities, all pupils are working well below national expectations when they start at the school. The majority of pupils make outstanding progress in literacy, numeracy and science when compared to the progress of pupils nationally with similar starting points.
- Pupils with profound and multiple learning difficulties make excellent progress because arrangements to record and build on the very small steps of progress they make are highly effective.
- Pupils with severe learning difficulties or autism make outstanding progress because staff check where pupils are in their learning consistently throughout all lessons. However, checking progress against national benchmarks is not as frequent as it needs to be which means that, particularly in mathematics and for pupils new to the school, progress is not as outstanding as it could be because targets set very occasionally could be more challenging.
- The vast majority of pupils make outstanding progress in personal and social development especially in their ability to understand what is happening in the world around them. They are able to do this because they make exceptional progress in their communication skills.
- Progress in communication and reading are strengths because of the special techniques staff use to help pupils develop their skills. Students apply these skills extensively throughout the school day and become proficient in communicating with others and reading simple texts.
- Children's needs are planned for carefully and nurtured in the Early Years in partnership with parents. This means that they begin to make rapid progress and get off to an excellent start.
- Students make excellent progress in the sixth form because from Key Stage 3 onwards pupil's progress in applying skills in real situations is carefully increased. Every student has the opportunity to experience the range of destinations available to them when they leave the school and this means that they can contribute to decisions made about this placement. Courses followed by the students lead to qualifications which are exceptionally useful.
- Pupils known to be eligible for the pupil premium and those whose home language is not English learn at the same outstanding rate as other students. The achievement of students eligible for extra funds, such as the pupil premium, and other students is closing as a result of them being able to access opportunities to apply what they have learned in a wider range of situations than would be possible without the extra funds. For example, they are able to stay for the after-school club because transport is provided.
- There are no gaps between the achievement of any age group or between that of boys and girls. Pupils from different ethnic backgrounds achieve equally well because the school is highly effective in understanding how to promote equality of opportunity for all.
- The vast majority of parents who responded to the on-line questionnaire (Parent View) agreed that pupils made good progress.

**The quality of teaching is outstanding**

- The high quality teaching and learning seen during the inspection confirms the judgements of senior leaders. The percentage of outstanding teaching has been maintained each year since the last inspection.
- Teachers have very high expectations of what pupils will do and achieve in lessons. This is reflected in the detailed high quality planning documents which specify activities at just the right level for every pupil.
- Teachers use observation and questioning very effectively to systematically check understanding as the lesson proceeds. They modify their plans skilfully in line with this information to make sure that each pupil is achieving very well at all times. For example, in an information and communication technology lesson pupils' use of switches became increasingly complex when staff observed that the pupils understood the effect of what they were doing had on the computer.
- Teachers, teaching assistants and other support staff are highly skilful and give pupils much encouragement and information throughout the lesson about how well they are doing and what they need to do next to improve. Photographs are often taken to show what students have achieved. These are accompanied by detailed notes to explain what was happening at the time.
- Teachers make sure that pupils understand clearly how they could use a piece of equipment by prompting them carefully or by showing them what they could do. For example, in one lesson the teacher prompted a pupil to count as he sat and bounced up and down on a gym ball and then demonstrated how he could enjoy rolling on the ball on his front.
- Pupils very much enjoy lessons because they are often inspired as a result of learning in very high-specification computerised light-and-sound spaces. For example, in a history lesson pupils experienced how it felt to be in an air-raid shelter in the war.
- Typically, in all lessons pupils participate enthusiastically because they are very interested in what has been planned for them to do. As a result, pupils concentrate for long periods and make rapid progress in all subjects.
- Students in the sixth form meet mainstream students in the purpose-built joint centre with the school next door. They also attend lessons in a local college and in a range of other carefully selected sites. This enables them to experience the world of work and prepares them well for leaving school.
- An overwhelming number of parents who responded agreed that pupils were well taught and were happy at the school.

**The behaviour and safety of pupils are outstanding**

- The atmosphere in school is warm and caring and pupils are very welcoming. They try exceptionally hard to live up to the high expectations set for them because relationships between everyone are very strong.
  - Staff are highly skilled in maintaining a positive atmosphere at all times. This is because they make sure that pupils are ready to learn as a result of feeling stress free and calm. For example,
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by making sure that pupils are clear about what they are expected to do in a specified period of time.

- Bullying is very rare and pupils understand that this can happen but not usually in their school. For example when one student said that she was bullied at her old school and didn't feel safe her classmates immediately said that they would make sure she was safe at this school.
- Pupils feel very safe as a result of the priority given to safety. For example, students in the sixth form learn to keep themselves and others safe at all times because they understand that they must close gates and doors behind them when they go from the main building to the sixth-form centre. They know they must wait and look for traffic before crossing the road when they are out in the community.
- An overwhelming number of parents agreed that pupils felt safe and well cared for. Parents say they are very pleased with the home-school diaries which give them detailed information about what happens in school. They say that this helps them to work in partnership with the school.
- The plans for personal, health, social and emotional development is at the centre of what the school does. As pupils progress through the school they build up an ever-increasing understanding of how to make choices and express their needs and wishes.
- Exclusion is very rare and attendance is above average because it is monitored very closely and pupils enjoy coming to school.

### **The leadership and management** are outstanding

- The executive headteacher is a highly effective leader who makes pupil achievement his top priority. He is very ably supported in school improvement by the head of school and a skilled team of teachers in charge of areas of the school's work. Leadership of key areas and subjects is very strong and contributes extremely well to pupils' exceptional progress.
  - The school's system for keeping an eye on how well pupils are doing is meticulous. Staff ensure that any pupil at risk of underachieving is identified and procedures are put in place to prevent this happening. However, although the school makes effective use of the nationally published information showing the progress of pupils with a similar starting point and comparing it with the pupils in the school, this is not carried out frequently enough with the result that very occasionally targets set are not as ambitious as they could be.
  - The leadership of teaching and performance is highly effective. Procedures to check the quality of teaching are extensive and thorough and help leaders to provide detailed and helpful coaching to support teachers in improving their practice. There is a good link between teachers' performance and pay.
  - The staff support each other exceptionally well. They share the best ways to help pupils achieve as much as they can by working together very well as a team. Leaders see that additional funds, such as the pupil premium, are used to make a positive difference by providing additional opportunities for eligible pupils. Equal opportunities are promoted at all times and no discrimination is tolerated.
  - The school has an accurate view of its own performance. Plans for improvement are very
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effective because they are linked to training, reviewed carefully and contributed to by everyone. They reflect the clear vision specified by the governing body.

- The plans made for students as they progress through the school are innovative and based on the views of parents, governors and staff. As a result, they are set at exactly the right level to have maximum impact. They set priorities for the needs of the pupils and make best use of an increasing number of learning experiences out in the community as pupils progress through the school.
  - Work with visiting artists and international partners impacts makes an extremely positive contribution to pupils' spiritual, moral, social and cultural development.
  - The local authority recognises the outstanding work done by the school and offers support through an adviser who knows the school well. He works with the school in setting priorities for school improvement and evaluating progress towards targets set.
  - All parents who responded would recommend the school to another parent. Partnership with parents is outstanding as a result of good communication between home and school.
  - **The governance of the school:**
    - The governing body has reconstituted since the last inspection and this has enabled it to improve strongly. It contributes very well to the leadership of the school because governors seek answers to probing questions. They gain first-hand evidence through the involvement they have with pupils, parents and staff. The Chair makes sure that the governing body meets the needs of the school very well and takes steps to allow governors to perform at the highest level. However, they do not receive information frequently enough on how well pupils are progressing in comparison to nationally published information showing the progress of pupils with a similar starting point and this occasionally limits the questions they can ask. Governors manage the budget effectively and make sure that all safeguarding procedures are rigorous. They are clear about how the pupil premium is being spent and can identify the positive effect this is having on eligible pupils. Governors are fully included in information about how well teachers are performing and know about the quality of teaching and how this links to pay. They know what the school is doing to tackle any underperformance.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	122952
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	408917

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

<b>Type of school</b>	Special
<b>School category</b>	Community
<b>Age range of pupils</b>	3–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	84
<b>Of which, number on roll in sixth form</b>	22
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bridget Daines
<b>Headteacher</b>	Paul Betts
<b>Date of previous school inspection</b>	3 December 2009
<b>Telephone number</b>	01623 459540
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