

Broadmeadow Special School

Inspection report

Unique Reference Number	104416
Local Authority	Wolverhampton
Inspection number	355581
Inspection dates	23–24 March 2011
Reporting inspector	Martyn Groucutt

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

Type of school	Special
School category	Community special
Age range of pupils	2–7
Gender of pupils	Mixed
Number of pupils on the school roll	39
Appropriate authority	The governing body
Chair	Sue Ellick
Headteacher	Karen Warrington
Date of previous school inspection	13 May 2008
School address	Lansdowne Road Wolverhampton WV1 4AL
Telephone number	01902 558330
Fax number	01902 558327
Email address	office@broadmeadow-sp.lppplus.net

Age group	2–7
Inspection dates	23–24 March 2011
Inspection number	355581

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by an additional inspector. A total of eight lessons were observed and six teachers seen. Meetings were held with the headteacher and deputy headteacher, the Chair of the Governing Body, teachers, higher level teaching assistants and the school improvement partner. The inspector observed the school's work, and looked at pupils' work, the arrangements for safeguarding and a range of policy and planning documentation, as well as a letter received from the school's speech and language therapist. A total of 13 parental questionnaires were scrutinised together with those completed by members of staff.

The inspector reviewed many aspects of the school's work. He looked in detail at a number of key areas.

- How have developments in the types of data available supported more sophisticated tracking of individual pupil's progress?
- How do teachers personalise the curriculum to maximise individual potential?
- How do partnerships maximise the effectiveness of provision for each pupil?

Information about the school

Broadmeadow is smaller than the average special school. It provides education for pupils who have severe and complex learning difficulties. All have a statement of special educational needs or are in the process of undergoing formal assessment. The number of those who are known to be eligible for free school meals is well above the national average, as are the percentages of pupils who are from minority ethnic communities and who are believed to speak English as an additional language. The school has achieved National Healthy Schools status. The school provides a specialist outreach service that supports the integration of children with severe learning difficulties in three mainstream nursery settings.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**1****The school's capacity for sustained improvement****1**

Main findings

Broadmeadow is an outstanding special school that focuses on maximising the potential of each of its pupils and on supporting parents and carers in child-centred partnerships. As one said, 'The school is really good at helping me as a parent with concerns and problems I have with my child'. Since its last inspection, the school has refined its tracking of pupils so that it knows just the right level of challenge to provide to maximise their learning. The introduction of new assessment systems allows every area of learning and personal development to be divided into small measurable steps. Individual needs are then recognised in specific learning programmes and support. There is a consistent approach to assessment, which supports each teacher in identifying where every pupil is and measuring progress. For many pupils, because of the general delay in their development, this progress is measured in small steps, but systems allow these to be acknowledged and provide a firm base for progress. While the overall attainment of the school will always be low because of pupils' severe learning difficulties, the achievement of pupils is outstanding, based on their starting points. The school has the data that allows it to set challenging learning goals and the vast majority of pupils meet and often exceed every one. Care and support are also of the highest quality. Safeguarding arrangements for those whose circumstances make them very vulnerable and detailed plans to support those with challenging behaviour are two examples of wider needs being given high priority. The staff support pupils extremely well so that the pupils develop a range of communication and personal skills that will support them in taking their place in society as they grow older.

Leadership and management are outstanding; leaders focus on seeking the very best outcomes for pupils and support staff in giving them the tools to do the job that enables this to happen. The headteacher and her deputy have a detailed grasp of the needs and progress of every pupil, but also demonstrate outstanding leadership skills in delegating specific areas of responsibility to individual members of staff. This creates impressive teamwork, reflected in the experienced, dedicated and settled staff who are knowledgeable and totally committed. Areas, such as care, guidance and support, behaviour and outreach, are the responsibility of specific staff members who in turn refine their own skills and lead training and support for others. On many occasions, this support extends to mainstream and other special schools in the area. Governance is good and provides effective challenge and support, although as a result of the fact that pupils only remain in the school for four years, there is an ongoing training requirement for those members of the governing body who are parents or carers.

Teaching is outstanding and, in every class, there is very effective teamwork between teachers and teaching assistants. In each of the five class groups, they operate as integrated teams so that pupils benefit from very high levels of adult support, each adult working with two or three at a time when there are practical activities, supporting the

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

individualised curriculum. Planning and assessment are outstanding because they are based on the detailed breakdown of individual pupil's achievement. Curriculum leaders take responsibility for identifying best practice alongside those areas for improvement, creating an environment that celebrates success while seeking to move forward. For example, some forms of data analysis are currently so new that end-of-year outcomes are not yet available. The school is seeking to ensure that it gains the very best information possible from this data, as it emerges, constantly seeking to improve even further. Every teacher, as a result of excellent training and professional development, is confident with the use of increasingly sophisticated data to demonstrate pupils' achievement, reflected in the detailed 'learning journey' that is maintained in electronic form for every pupil. These are eventually passed on to parents and carers, giving them a record of what their child has achieved; another example of the close links between school and home.

Wide-ranging and very effective partnerships with external agencies ensure that the needs of the pupils are met fully. As the speech therapist said, 'Staff are keen to listen to our assessment findings and we work together to ensure our aims can form parts of individual plans'. However, within the school itself some of the outdoor equipment is rather dated and, to an extent, limits the opportunities for creative play. The track record of sustained improvement, sophisticated and accurate self-assessment, total commitment to supporting pupils in maximising their potential and the capacity of senior leaders to sustain the desire to achieve excellence gives an outstanding capacity to sustain improvement.

What does the school need to do to improve further?

- Maximise the impact of data in individual progress, as even more data becomes available, by:
 - undertaking detailed analysis to share with staff
 - supporting class teams in making use of the data to promote the best possible outcomes for their pupils.
- Develop the outdoor play area so that the quality of outside play equipment matches the quality found throughout the rest of the school.

Outcomes for individuals and groups of pupils**1**

Pupils are enabled to achieve their very best because staff have a detailed knowledge of the progress they have made. Even the smallest new achievement is recorded, such as when a non-verbal boy was observed taking his teacher's hand and asking for help with his activity, the first time he had ever communicated in this way. Assessment is often practical in nature, such as when a teacher worked one-to-one in modelling a song and actions to see how far the pupil could respond and repeat. For the youngest pupils, progress is monitored by cross-referencing developmental progress alongside Early Years Foundation Stage progress charts at points throughout the year. It is clear that all pupils are making at least good and frequently outstanding progress against their starting points.

Safety for those pupils whose circumstances make them vulnerable is a high priority. Effective, well-established routines protect pupils from harm in an atmosphere where pupils feel safe and secure. Many display extremely challenging behaviour at times, but very effective individual behaviour plans mean that behaviour is outstanding and staff work extremely hard to make it so. Signing and use of symbols enable pupils to maximise

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

personal communication and reduce the frustration felt when verbal communication is difficult. Healthy lifestyles are reflected in stimulating physical activities developed in consultation with the school's physiotherapist, such as when a boy was able, for the first time, to pull himself up on a large ball. Attendance is satisfactory and pupils enjoy being in school, but sometimes medical difficulties or appointments prevent them attending. The main contribution towards future economic well-being is the huge support in developing communication and personal skills that will be so important in later life. Colourful displays and artefacts throughout the school help pupils to begin to develop an understanding of society's shared and agreed values.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	*
Pupils' attainment ¹	
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

How effective is the provision?

Teaching is outstanding because lessons are routinely made up of tasks that closely match the specific requirements of every pupil. The pupils are engaged in learning experiences that meet their individual needs. Teachers, teaching assistants and nursery nurses make highly effective teams with detailed understanding of the needs of each pupil. Effective and targeted professional development promotes practice of the highest order, meeting the needs of each member of staff as well as of the school as a whole. Staff show a rapport with pupils who in turn form bonds of trust and affection. A range of technology

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

enhances provision. Pupils use the interactive boards routinely to support learning, while more specialist technology, such as that in the sensory room, is used very effectively to support individuals and groups. The school seeks improvement constantly and the recent exciting development of a new sensory gymnasium is an example of this.

The more-able children in the Early Years Foundation Stage are supported in gaining full access to some sessions in the adjacent mainstream primary school, with careful support that facilitates maximum benefit. For others, expected developments, such as child-initiated play, are not possible. Teachers create alternatives, such as providing a range of play equipment and supporting individual creativity, illustrated when a teacher and children were playing together with a train set after a story about travel. The older pupils begin to move towards the Key Stage 1 curriculum carefully modified, so that in all cases access matches ability and need. All pupils are well motivated by learning opportunities matched carefully to their different needs. As staff are so skilled in observing learning, the responses of pupils are used to inform planning for the next steps in their development. The extended curriculum provides excellent enrichment opportunities, such as the after school club and a summer play-scheme, and often benefits from facilities in the local community, such as trips to the local supermarket which provides practical learning opportunities.

The school provides a warm and stimulating environment in which pupils respond extremely positively to the care, guidance and support they are given. Since many lack effective verbal communication skills, a member of staff is appointed to act as an advocate for each pupil, liaising directly between home and school on their behalf. All staff receive regular training in safeguarding and, on the rare occasions it may be needed, in restraining pupils. All such incidents are very well recorded and care is taken to ensure that any resulting trauma is minimised for pupils and staff. Internal transfer within school and when pupils move on to their next schools is handled with sensitivity and extremely careful planning. Excellent multi-agency collaboration ensures that pupils and their families receive high quality support in and out of school.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and her deputy provide highly effective leadership under which staff can develop their expertise and take areas of responsibility, which they exercise with great diligence. Leaders' detailed grasp of data is so important because the needs of pupils vary from year to year. They know what is happening in classrooms through observations and checks on teachers planning and assessment files. Governance is good and provides

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

effective challenge. A core group of members of the governing body have expertise gathered over many years. All statutory duties are met, including those relating to ensuring equality of opportunity and supporting community cohesion, with the local very diverse community used to good effect in extending pupils' understanding of their world. Support and engagement with parents is outstanding, including home visits and the use of home learning packs. More specialist visits are sometimes undertaken in conjunction with the team from the local clinical psychology service. Partnerships with the local community are extremely productive and those with other professional agencies guarantee that effective 'joined up' services provide maximum support for pupils and their families in and out of school. This close multi-agency working extends to safeguarding so that provision is outstanding. Finances and resources, including very successful fundraising to continually enhance wider provision, together with the extremely successful outcomes, means that the school provides outstanding value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Since around half the children in school are in the Early Years Foundation Stage, many of the comments contained in previous sections of the report apply here. The outstanding provision enables children to make progress that reflects the constant challenge to take the next small steps of improvement. In all areas of learning, activities are matched extremely well to children's individual needs. Each child's development is recorded carefully in a 'learning journey' that is maintained electronically throughout the year and eventually given to parents and carers to show their children's progress. The school monitors progress very carefully and plans a stimulating range of learning opportunities that reflect national early years' guidance exceptionally well. In common with the Key Stage 1 provision, leadership is outstanding because it is focused on maximising outcomes

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

for each child and ensuring that staff have the confidence and tools to guarantee their effectiveness.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The numbers of parents and carers who returned the questionnaire was broadly average. They showed unanimous and overwhelming support for the school, with 100% of the respondents agreeing with every single statement. Typical of the comments was, 'The progress my son has made has been amazing. The staff are fantastic.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broadmeadow Special School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 13 completed questionnaires by the end of the on-site inspection. In total, there are 39 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	92	1	8	0	0	0	0
The school keeps my child safe	11	85	2	15	0	0	0	0
My school informs me about my child's progress	11	85	2	15	0	0	0	0
My child is making enough progress at this school	9	69	4	31	0	0	0	0
The teaching is good at this school	12	92	1	8	0	0	0	0
The school helps me to support my child's learning	9	69	4	31	0	0	0	0
The school helps my child to have a healthy lifestyle	6	46	7	54	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	77	2	15	0	0	0	0
The school meets my child's particular needs	12	92	1	8	0	0	0	0
The school deals effectively with unacceptable behaviour	6	46	6	46	0	0	0	0
The school takes account of my suggestions and concerns	9	69	4	31	0	0	0	0
The school is led and managed effectively	11	85	2	15	0	0	0	0
Overall, I am happy with my child's experience at this school	12	92	1	8	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 March 2011

Dear Pupils

Inspection of Broadmeadow Special School, Wolverhampton, WV1 4AL

I would like to thank you for the lovely time I had when I visited your school to see how well you are doing. You go to an outstanding school that helps you to do your very best. I could see that you enjoy school very much and you work very hard because your teachers give you work to do that is at just the right level. Your learning is helped by using computers and the interactive boards you have in your classrooms. You must also enjoy going into the sensory room and benefit from the equipment that is not only fun to use, but also helps you to get the most from your time in school.

Your parents and carers told me just how good your school is and I found evidence to support their views. Your teachers care about you a great deal and they work closely with your families and others to see that you get a very effective education. They plan carefully to make your lessons enjoyable and work closely with other adults to see that you have the best possible chances to do well in school and in your lives generally. They keep excellent records of the work you have done and from that they know exactly what you need to do next, so that you keep learning the most that you can. Your parents and carers are able to keep in close touch with what you are doing in school and sometimes are helped in knowing what they can do to help you when you are at home.

I have asked the school to do a couple of things to help you to do even better. I have asked them to provide some new play equipment for your playground to help you to get the most out of playing together. I have also asked your teachers to make sure that as they learn even more about how well you are doing, they use the information to make sure they always get you to do the very best work that you can.

I hope you continue to do your very best, because that is the way to gain success.

Yours sincerely

Martyn Groucutt

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.