

Broadmeadow Nursery School

Inspection report

Unique Reference Number	104416
Local Authority	Wolverhampton
Inspection number	308594
Inspection date	13 May 2008
Reporting inspector	Helen Barter

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 on roll	
School	43
Appropriate authority	The governing body
Chair	Susan Ellick
Headteacher	Karen Warrington
Date of previous school inspection	15 November 2004
School address	Lansdowne Road Wolverhampton WV1 4AL
Telephone number	01902 558330
Fax number	01902 558327

Age group	2-7
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves the City of Wolverhampton and provides for children with severe learning difficulties (SLD). Almost two-thirds of the children are boys, a significant proportion of whom have autistic spectrum disorders (ASD). Seven of the children on roll have profound and multiple learning difficulties (PMLD). Just over half of the children come from minority ethnic backgrounds and are at the early stages of learning to speak English. Children generally leave at the end of the year in which they are six.

Through its Outreach Project, the school supports identified SLD children in mainstream nursery settings. A new partnership has been set up with the neighbouring infant/nursery school to provide an SLD resource base for nine children with ASD. The school's new summer playscheme (Broadmeadow Xtra) was inspected by Ofsted in August 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Broadmeadow Nursery is a good school. The vibrant and caring environment helps children to grow in confidence and be happy learners. Children's enjoyment of school stems from the enthusiasm and dedication of the staff team. Teachers, teaching assistants, nursery nurses and health professionals know children and their families very well and create a supportive atmosphere in which children feel safe and secure. The school strives to meet children's personal and physical needs as well as it can, and the pastoral care is of high quality. As a result, parents have confidence in the care provided for their children and show their appreciation of the school with comments such as, 'The school staff are always there when I need advice' and 'All the staff have been very supportive in the development of our child over the years.'

The driving factors in children's good achievement are the good quality teaching and the lively curriculum, which encourage children to learn and develop while enjoying new experiences. Children's behaviour is good and they try hard with their learning because they receive consistent guidance and positive praise. As a result, children make good progress in the short time they are in the school, particularly in the development of their early reading, personal and social and physical skills. Teachers provide plenty of practical opportunities for children to learn in lessons and outdoors and help them understand how they can use newly learned skills, such as counting spoonfuls of flour to make biscuits. Children miss some opportunities to learn during the school day, particularly during the time after they arrive in the morning. Whilst children do not reach the learning goals expected for their age because of the nature of their difficulties, their good individual achievement means they are well equipped to meet the challenges of the next stage of their education.

This successful school is the product of good leadership and management. The headteacher, senior leaders and governors are fully committed to ensuring that all children make the best possible progress, using links with schools, health professionals and the community very effectively to help them towards this goal. The provision for home learning is excellent. Almost half of the parents are directly involved in working with the school in supporting their child's learning. Accurate monitoring and evaluation of all elements of the school helps leaders to identify what is working well and where improvement is possible, particularly as the needs of the children in the school vary widely each year. The school has recognised that it does not have consistent methods for assessing the progress of all the different groups of children, particularly to help teachers identify the few who could be offered more challenge in their learning. The school's proactive approach to improving its provision for information and communication technology (ICT), making best use of its limited accommodation, and developing successful and well-regarded outreach and extended services shows that it has good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

In order to address the specific needs of the children, they all receive the Foundation Stage curriculum, which is reported in the 'Overall Effectiveness' section of the report above and the sub-sections below.

What the school should do to improve further

- Establish a consistent approach to assessment to help teachers identify which children need to be challenged more in their learning.
- Review the timetable of the school day to ensure that children are offered opportunities to learn at all times.

Achievement and standards

Grade: 2

Children start school with levels of development that are significantly delayed compared with those of others of a similar age. They achieve well in a short time because of teachers' good knowledge of children's individual needs and the exciting activities planned for them. Children's personal, social and emotional skills improve as they gain awareness of others, confidence and independence. Children's physical development is good. They learn to walk, cycle and bang drums with their feet. Their communication skills, through speech, signing and use of symbols, improve well. Early reading skills develop well, although those in early writing are weaker. Progress in their creative development and knowledge and understanding of the world is good through many opportunities to learn and explore. Children's mathematical development is generally good. They sing number rhymes and count but have less confidence in using their skills in other subjects. Although the progress of the few more able children within the different groups is sometimes limited by the lack of challenge in the activities offered to them, children achieve well overall during their time in the school and successfully transfer to their next schools.

Personal development and well-being

Grade: 2

Children enjoy school and attend well. Their pleasure in counting objects on the interactive whiteboard and singing counting rhymes and their enjoyment of sharing a story are just a few examples of children's good attitudes to learning. Children's spiritual, moral, social and cultural development is good. Their good behaviour contributes greatly to their learning. They respond well to gentle reminders about good sitting and listening and participate fully in groups, although some are restless when they have to wait too long to take a turn. Children's developing personal and social skills make a strong contribution to the caring school environment and to their lives in the community. They enjoy new experiences, which help them to develop a good understanding of how to lead a healthy and safe life. They learn to try new tastes while cooking and to choose healthy foods, such as fruit. Children like being in the fresh air and love playtime, which is a social occasion where children enjoy each other's company and staff ensure that they understand the need to be safe for themselves and others.

Quality of provision

Teaching and learning

Grade: 2

The staff's enthusiastic teamwork contributes very well to children's learning and enjoyment. The positive relationships promoted give children confidence to participate in exciting activities, such as going on a 'Bear Hunt' by walking through trays of grass, mud and water. They respond particularly well to learning through practical experiences, such as tasting ingredients before making biscuits, or washing vehicles outside, mimicking a story they have heard. Very effective

use is made of children's interests as a basis for learning, such as through the 'Bob the Builder' topic. Staff have good knowledge of children's needs and good expectations which challenge children to make good progress. However, on occasion, some of the more able children within the different groups of need are not challenged sufficiently and this limits their progress at times. Staff are developing good skills at observing and recording children's individual progress in each area of learning although some opportunities to do so within lessons are missed.

Curriculum and other activities

Grade: 2

The adoption of the Foundation Stage curriculum gives the children plenty of opportunities for learning through play and exploration. There is a clear and relevant focus on communication, literacy and mathematical skills and the development of children's personal, social and emotional skills throughout all of their activities. ICT is used creatively in lessons and engages children's interest. The planning of the timetable is satisfactory but there are times when children are not given all possible opportunities to learn, such as when they arrive in the morning. Despite accommodation difficulties, the school provides a stimulating and attractive environment that helps children in their learning and celebrates their achievement. The good range of visits to places of interest and other schools develops children's social skills and understanding of the wider community well and broadens their horizons.

Care, guidance and support

Grade: 2

The staff team is committed to providing children with the highest levels of care. High quality behaviour management and excellent relationships result in children who are confident to communicate with adults, express a choice and let staff know if they are unhappy. Parents appreciate this greatly, saying things like, 'The school makes every effort to be responsive to the needs and interests of the children.' Procedures for the safeguarding of children are securely in place, although some staff are due for updating on procedures in the near future. There have been a number of changes in assessment strategies over recent years and the school has not yet established a fully consistent method by which they can accurately set individual targets to accelerate some children's progress further. The information the school already has, along with the good overall academic guidance and knowledge all staff have of children, enables them to demonstrate good progress.

Leadership and management

Grade: 2

Senior leaders have high expectations for the school and its children. These are shared well with the staff, who work with dedication to provide the best possible service to children and their families. A full programme of activities to monitor each aspect of the school provides an accurate picture of strengths and areas where improvement is needed. The school already knows that it has not yet sufficiently refined and reviewed its assessment procedures to ensure that staff have all the information they need about children's learning in order to further improve their achievement. All staff with leadership roles, including teaching assistants and nursery nurses, contribute fully to plans for moving the school forward. The skills of staff are used well to further developments, such as the support for the ethnic minority children and the work done with parents through the home learning provision. Governors are very supportive

and fulfil their responsibilities well. The school has already achieved accreditation for its financial management and makes the best use it can of its resources.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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	2

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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**

14 May 2008

Dear Children

Inspection of Broadmeadow Nursery School, Wolverhampton WV1 4AL

Thank you for making the inspectors so welcome when we came to visit you at Broadmeadow not long ago. It was lovely to meet you and all the adults and to see how well you are doing.

Your families told me they think your school is good, and I agree with them!

These are some of the good things about it.

- You all learn well right from the time you start to when you go to your next school.
- You are growing up to be happy and sensible children. You enjoy school a great deal, I know, because I could see your smiling faces.
- Your teachers know what to do to help you learn well. All the adults work very hard together to help you do as well as you can.
- You have lots of interesting and fun things to do when you play which help you to learn. I know how much you like going outside, singing songs and making biscuits. I hope you enjoyed going on a 'Bear Hunt'!
- Everyone cares about you very much and looks after you well. This makes you feel happy and safe at school.
- All the adults are working hard to make Broadmeadow an even better place to be.

I have asked the teachers to find out better ways of checking on how well you are learning so that all of you do very well all of the time. I would also like them to make sure that when you come into school in the morning, and at some other times of the day, you always have interesting things to do. You can help by always being cheerful and working as hard as you can. I know you will!

With best wishes

Mrs Helen Barter Lead inspector



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