

# Lady Zia Wernher School

## Inspection report

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<b>Unique Reference Number</b>	109745
<b>Local Authority</b>	Luton
<b>Inspection number</b>	337363
<b>Inspection dates</b>	8–9 February 2010
<b>Reporting inspector</b>	James Bowden

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	91
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Roderick Stone
<b>Headteacher</b>	Mrs Diane May
<b>Date of previous school inspection</b>	1 December 2006
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## Introduction

This inspection was carried out by two additional inspectors. Close to three quarters of their time was spent looking at learning. They visited 18 lessons, seeing all teachers who were present. Meetings were held with the chair of the governing body, the senior leadership team, the family worker and the head of training. Inspectors observed the school's work, analysed 27 questionnaire responses from parents, looked at the data collected by the school about pupils' progress, the records of the quality of the monitoring of teaching, and sampled portfolios of pupils' work.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the school's records of tracking and monitoring of pupils' progress over the last three years
- how well the teaching challenges all pupils
- the effectiveness of the use of new technologies to support teaching, learning and the delivery of the curriculum
- the effectiveness of leadership and management at all levels.

## Information about the school

The school provides for pupils with complex special educational needs, including life-limiting conditions. Since the last inspection, there has been a steady increase in the numbers attending the school, including 23 pupils with profound and multiple learning difficulties as their main category of need. The school no longer provides for pupils with moderate learning difficulties. The vast majority of pupils have significant communication needs with very few being able to engage in verbal dialogue. The majority of pupils' conditions include a physical difficulty and most are non-ambulant. A very large majority also have multi-sensory impairments. Since the start of the academic year in 2007, the school has admitted pupils with social communication disorders who are working at the earliest levels of development. Almost 10% have significantly deteriorating conditions and are supported by health carers throughout the day.

The majority of pupils have a statement of special educational needs with the remainder, in the Early Years Foundation Stage, undergoing assessment for a statement. Currently, 25% of pupils are of White British origin and 40% are of Pakistani heritage, an increase of 11% since 2008, and 10% are of Bangladeshi heritage. English is an additional language for approximately 55% of pupils.

The school provides outreach support for mainstream schools and works with a variety of other educational establishments to provide training for students. Since the last inspection, the school has gained a number of awards including National Healthy Schools status, Active Mark and Investors in Families.

**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

This outstandingly successful school meets fully its core aim of providing a high quality teaching and learning environment where children are challenged and every individual is valued. It ensures that each child is treated with dignity and respect at all times and enabled to make the best progress possible. Underpinning this is the highly effective leadership of the headteacher and her focus on promoting continuous improvement and ensuring that every child really does matter. All staff contribute extensively to this ethos. A further significant strength is the highly collaborative and holistic approach of the multidisciplinary staff involved throughout the day. This contributes extensively to pupils' personal development and well-being and enhances the quality of their learning experience, which supports successfully their transition from the Early Years Foundation Stage to the main school, and onwards when they leave. A strong culture of communication and collaboration between home and school keeps parents informed of their child's progress. The overwhelming majority of parents are supportive of the work of the school. 'The school has been amazing for my child and I couldn't be happier', noted one parent expressing the sentiments of many.

Pupils are achieving exceptionally well across the school because of the total education, therapy and support package offered. On entry to the school children in the Early Years Foundation Stage are not yet ready to learn. Notwithstanding this, the progress they make in relation to their starting points is excellent. By the time they leave all pupils make significant progress in developing their ability to learn, improve their communication skills and use new technologies.

Pupils enjoy learning. This was clearly evident in a lesson about road safety where there were some delightful facial expressions whilst experiencing an appropriate range of audio and tactile stimuli, as well as controlled movement around the room. As a result of the calm and sensitive support from all adults working in the school, pupils are safe, persevere very well, and make excellent progress towards their individual targets set for lessons.

Learning and teaching throughout the school are outstanding. Teachers' careful planning ensures that the individual needs of all pupils are met fully. The school's highly effective curriculum underpins the focus on improving communication skills and helps build pupils' confidence, as well as supporting their cognitive and physical development. The quality of care, guidance and support is exemplary. Each individual is supported in very specific ways, and all are looked after in a safe, healthy and caring environment.

The school is exceptionally well placed to sustain further improvement because of the collaborative working of senior leaders with the staff team. Rigorous self-evaluation has

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resulted in well-focused planning, ensuring the school has continued to go from strength to strength, as well as identifying areas for further improvement. Although new technologies are used effectively in the classroom, the school recognises that the use of these could be broadened in order to support further its outreach and support service and communication with parents. In the light of the developments since the last inspection, the ambition and drive for improvement, and continuing success in enabling pupils to make outstanding progress, the school has excellent capacity to improve even further.

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

- Broaden the use of new technologies in order to add new dimensions to:
  - the school's outreach work
  - the school's communication with parents.

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

The quality of learning and progress in lessons is outstanding. There is no noticeable variation between the achievement of different groups of pupils. Learning is individualised, with all pupils having specific targets for their personal, communication and cognitive development. Rigorous assessment and carefully drafted targets support and enable outstanding progress. In a lesson using the indoor swimming pool, the physical progress made by all pupils was most impressive, in particular in the use of their legs whilst being supported by adults. By the time they leave school, most pupils are communicating with gestures or through objects of reference, symbols, signs and electronic aids.

Because of highly effective care plans, pupils are enabled to eat healthily and to participate in a wide range of physical activities, including the use of a trampoline for rebound therapy and individualised physiotherapy-based activities. The school's work in this respect has been recognised by the National Healthy Schools status and Active Mark awards. Pupils respond really well to sensitive intervention from adults. As a result, a calm and positive atmosphere is the norm in lessons. Although attendance is below the national average, there is minimal unauthorised absence. Authorised absence is as a result of serious medical conditions and the need for constant treatment, which affects the school's overall attendance figures. All pupils will be dependent on other adults for the rest of their lives. However, the progress that pupils make prepares them very effectively for the next stage of their education.

*These are the grades for pupils' outcomes*

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<sup>1</sup> 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.

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

### How effective is the provision?

Very purposeful collaborative working between teaching staff and other adults enables pupils to make the best possible progress. As part of the Tudors topic, skilful use of a range of multi-sensory stimuli, including the interactive whiteboard, and careful deployment of all the staff involved, provided an extremely well-pitched level of challenge and enabled pupils to make choices. Staff model positive relationships for pupils. As a result, pupils trust the adults around them and are prepared to try new and varied activities. Assessment of pupils' progress is on-going and in-depth, including even the 'smallest steps'. Praise is used wisely and is never over effusive.

A real strength of the 'themed' curriculum is the contribution it makes to pupils' personal development, including aspects of spiritual, moral, social and cultural awareness. All pupils are enabled to experience the National Curriculum subjects as well as a range of exciting enrichment opportunities, both indoors and outside.

Pupils' well-being is at the forefront of the school's outstanding ethos of care. The dedication, enthusiasm and commitment of all staff in working with pupils underpin this aspect of the school's provision. This includes support for pupils at home when they are unable to attend school. A carefully managed and individualised programme of annual reviews supports pupils' transition to the next stage of their education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher's vision is shared and promoted throughout the school. The culture of high expectations for teaching and learning ensures that all pupils achieve their best. The school's sophisticated tracking procedures enable close monitoring and evaluation of pupils' progress and help the school plan future strategies precisely. Staff feel valued and their professional development is a priority. The school ensures that all pupils have equality of opportunity and tackles discrimination vigilantly, which results in a strong ethos for inclusion. The governing body is highly effective in challenging and supporting the school in its drive for sustained improvement. It also ensures the school's safeguarding and child protection procedures are of high quality, updated regularly and permeate all aspects of the school's life. The school makes an excellent contribution to promoting community cohesion within its own community, as well as beyond. In addition, planning is embedded very well throughout the curriculum and there is an extensive range of local community initiatives and partnerships.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

At the heart of this outstanding provision are the in-depth initial assessments to inform

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the individual programmes created for the unique challenges facing each child. In relation to their starting points, children make outstanding gains in their responsiveness and in their communication skills. Keeping children safe is paramount throughout the day, for example, cueing in when taking a hand, moving a child's position or moving a limb to minimise anxiety. The learning environment encourages independence and purposeful play. Well-pitched expectations underpin the high quality teaching. Superb teamwork from all adults takes full account of individual needs in order to elicit every possible response from children. Progress towards the Early Learning Goals is closely tracked and is highly effective in informing teachers' planning for 'next steps'.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
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**

Almost all parents who returned the questionnaires are very supportive of the school. This inspection confirms their views. In particular, they feel their child enjoys school and are appreciative of the fact that the school keeps their child safe. A couple of parents or carers have individual concerns about how the school helps them support their child's learning. However, inspectors found the school works hard to do this through its family support procedures.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lady Zia Wernher 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 inspection team received 27 completed questionnaires by the end of the on-site inspection. In total, there are 91 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	41	16	59	0	0	0	0
The school keeps my child safe	14	52	12	44	0	0	0	0
The school informs me about my child's progress	10	37	14	52	1	4	0	0
My child is making enough progress at this school	13	48	12	44	0	0	0	0
The teaching is good at this school	13	48	12	44	1	4	0	0
The school helps me to support my child's learning	13	48	11	41	2	7	1	4
The school helps my child to have a healthy lifestyle	7	26	18	67	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)	5	19	18	67	1	4	0	0
The school meets my child's particular needs	15	56	11	41	0	0	0	0
The school deals effectively with unacceptable behaviour	5	19	18	67	1	4	0	0
The school takes account of my suggestions and concerns	10	37	16	59	0	0	0	0
The school is led and managed effectively	13	48	13	48	1	4	0	0
Overall, I am happy with my child's experience at this school	13	48	13	48	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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



10 February 2010

Dear Children and Pupils

Inspection of Lady Zia Wernher School, Luton, LU2 9AY

Not so long ago, two of us came to the school for two days to see how well you are getting on and whether we could suggest anything to make things better. We really enjoyed meeting you in lessons and around the school and were particularly pleased that some of you recognised our presence. Lots of smiling faces on arrival in the morning and in lessons showed us that you enjoy the things you do in school. We have decided that you go to an excellent school because:

- you enjoy your lessons and make excellent progress
- your communication skills improve really well
- the school makes sure there are lots of exciting things for you to do
- all the staff look after you really well
- in lessons, teachers and other adults give you all the help and support they can
- your headteacher and her senior teachers run the school very well and have plans to keep making things better for you
- you are all safe, and you all seem to be so happy to be there.

We think the school could improve if:

- new technologies were used more to support its work.

Thank you all, we had a really good time at the school as well.

Yours sincerely

James Bowden

Lead inspector

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