

Broadmeadow Special School

Lansdowne Road, Wolverhampton, WV1 4AL

Inspection dates 2–3 July 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
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.

- The school has sustained its previous outstanding quality so that pupils continue to make excellent progress, particularly in developing their communication skills.
- The home learning programme the school provides, helps to accelerate pupils' progress in their social and academic development.
- Pupils make outstanding progress from low starting points over a short period of time. Children in the Early Years Foundation Stage get off to an excellent start. Pupils are well prepared prior to moving on to their next school. The overall trend is upwards for nearly all pupils.
- The leadership and management of the school are outstanding. Leaders at all levels work hard to bring about continuous improvements. For example, the creation of a 'child and family care co-ordinator' has strengthened links with families.
- Despite the efforts of the school to make the best use of space, many parts are cramped. Small classrooms make it increasingly difficult, given the changing complexities of the needs of pupils, for some children to work in quiet and calmer areas or on individual tasks.
- Teaching continues to be outstanding. Teachers have a very clear focus on pupils' learning and moving them on to their next stage as quickly as possible. They use a wide range of methods and experiences, such as learning outdoors, to make lessons interesting and fun.
- Parents, other professionals and the local authority have confidence in the school and recognise the outstanding nature of its work with young children.
- Parents hold the school in high regard. One parent commented on the school's ability to teach pupils to communicate. 'The communication system the school has, is brilliant – my child now has a voice.'
- The behaviour and safety of pupils are outstanding. They quickly establish positive relationships and learn to interact and co-operate with one another well. Pupils are safe and the supportive environment develops their self-confidence effectively.
- The school provides very effective support and advice to mainstream schools to help them improve their practice in teaching pupils with special educational needs and disabilities.

Information about this inspection

- The inspection team observed 11 lessons, all of which were jointly observed with different members of the senior leadership team.
- Discussions were held with senior leaders, pupils, members of the governing body and a representative of the local authority.
- There were insufficient responses from parents to the online questionnaire (Parent View), but the school's recent survey of parents' views was taken into account.
- The inspection team looked at a range of documentation including the school's information on pupils' progress, its self-evaluation, development plans and information relating to the safeguarding of pupils.

Inspection team

Frank Price, Lead inspector

Additional Inspector

Roisin Chambers

Additional Inspector

Full report

Information about this school

- Broadmeadow School educates pupils with a range of learning difficulties, including severe learning difficulties, those on the autistic spectrum disorder, physical and mobility problems, sensory impairments and communication difficulties.
- All pupils have a statement of special educational needs or are in the process of undergoing formal assessment.
- The proportion of pupils who are from minority ethnic communities and who are believed to speak English as an additional language is higher than average.
- The school provides a specialist outreach service that supports the integration of children with severe learning difficulties into a mainstream nursery setting.
- The proportion of pupils supported by the pupil premium is above that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.

What does the school need to do to improve further?

- In conjunction with the local authority, seek to improve the accommodation to better meet the changing learning needs of pupils.
- Ensure that the display of pupils' work is of a consistently high quality across the school.

Inspection judgements

The achievement of pupils is outstanding

- Pupils attend the school for relatively short periods of time, usually 2-3 years on average, before moving onto their next age-phase school. Their progress from low starting points is rapid and sustained in numeracy, literacy, communication and in their personal and social development.
- Children entering the Early Years Foundation Stage settle quickly into school and start to become more confident in communicating with a wider range of adults and children. They follow established routines well and are prepared well in order to progress through the school.
- More able pupils learn how to read simple words and sentences. They learn letter sounds and use this knowledge to help them tackle words. Some use symbols and photographs to help them read. Other pupils learn more precise pencil control and become more interested in sharing books with an adult. In numeracy more able pupils count forward and backwards up to 20 and label colours.
- Pupils who receive additional funding make slightly better progress than their peers. Programmes to give them additional support are carefully tailored to their needs. It has increased the number of pupils who participate in after-school clubs which has developed their self-confidence and personal and social skills well. They make outstanding progress in all areas of literacy and numeracy.
- Primary sport funding has enabled more pupils to participate in swimming and trampoline sessions, which has increased their enjoyment and physical well-being.
- The home-learning partnership between the school and families helps difficulties to be addressed quickly. Pupils receive specific help with their objectives through equipment and advice being made available at home. This has helped to accelerate their progress.
- The school regularly reviews how well individual pupils and groups of pupils achieve. If a pupil is not on track, effective programmes are put in place to address concerns. For example, some pupils have benefited from 'sensory snacks' whereby they take a break from an activity to re-focus and then re-join a lesson with a more positive attitude.
- The positive learning environment encourages pupils to be enthusiastic learners and their enjoyment of learning is evident from their eagerness and willingness to try hard.
- Reports to parents on their child's progress clearly show pupils' achievements and provide an excellent overview of pupils' progress and the next steps to be addressed, which are valued by parents.

The quality of teaching is outstanding

- High expectations are established in the Early Years Foundation Stage. Children's curiosity is fostered well through an excellent range of stimulating activities which motivates them effectively.
- Teaching is very effective in meeting the wide range of pupils' needs. A variety of methods are employed to engage pupils well. For example, the use of a systematic communication system in

school, has resulted in pupils' developing their communication skills well. They routinely exchange symbols with adults to make choices and decisions, to problem-solve and demonstrate more complex levels of understanding.

- Teaching is practical and resources and equipment are used well to motivate pupils. For example, prompting pupils to reach out and react to cold items by feeling ice cubes, or encouraging them to explore different textures such as oats. Excellent use is made of the outdoors so that pupils can transfer their learning to a different environment.
- Pupils' numeracy and literacy are strongly promoted through using interesting objects and the interests of pupils. This often elicits good responses. Pupils enjoy sharing books that contain familiar characters such as Peppa Pig.
- Teaching is often lively. In a literacy lesson pupils were able to identify letter sounds and trace letters of their name on the board with increasing accuracy and they took pleasure in seeing photographs of themselves displayed for all to see.
- Teachers have a good understanding of different syndromes and how this may affect pupils' learning. They know the importance of creating a positive and warm environment to allow pupils who struggle to form relationships to interact more confidently with adults and their peers.
- Support staff work exceptionally well with teachers and lead sessions under supervision. They receive good training and are observed in the same way as teachers.
- All staff benefit from a good range of training and links with a teaching school has helped to provide opportunities for staff to further develop their skills.
- Pupils' positive attitudes to learning are promoted through consistently outstanding teaching and this has a beneficial impact on their learning and progress.
- The school has made the best use of space, but most classrooms and corridors are cramped. There are not enough flexible spaces for pupils to work in quietly so that their needs can be met more easily. Since the last inspection both the numbers of pupils attending the school and the complexity of their needs have increased. Display of pupils' work is of varying quality as in some rooms there is too much display of information for adults and not enough of pupils' work.
- Since the last inspection, teachers have improved their use of assessment information to inform their teaching and set realistic but challenging targets for pupils.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Staff are very skilled in managing pupils' behaviour. This contributes significantly to the excellent progress made by pupils and enables individuals to make substantial improvements to their behaviour over time.
- Some pupils have challenging behaviour, often related to their Autism, but they learn to better manage their difficulties so that they can interact more positively with other people.
- The school's work to keep pupils safe and secure is outstanding, through good levels of supervision. The school is a safe place and thorough risk assessments are used routinely to

ensure pupils are safe in all activities undertaken. Pupils are relaxed and confident throughout the school day.

- Pupils' attendance has steadily improved since the last inspection, so that it is now average despite some pupils suffering from ill-health. This is because the school has highlighted the importance of good attendance to parents and pursued poor attendance vigorously.
- Pupils' behaviour and attitudes to learning are excellent. They try very hard to succeed, even when tasks are demanding. They respond very well to praise and encouragement and are keen to please. They enjoy having visitors to their classes and like to show what they can do.
- The spiritual, moral, social and cultural development of pupils is fostered well and adds richness and diversity to pupils' experiences. Pupils enjoy the visits from a therapy labrador and this reduces some pupils' fear of animals and also encourages some pupils to vocalise.
- Parents hold the school in high regard and value the advice and support the school provides. Close links between home and school help children to settle quickly and help to provide consistency in managing pupils' behaviour and communication needs.
- Pupils' behaviour around the school is outstanding. Lunchtimes are important opportunities for pupils to improve their independence and social skills. They play happily in the playground and learn to share equipment and take turns. There are no exclusions or incidents of bullying.

The leadership and management are outstanding

- The leadership and management of the school at all levels are excellent. This includes the Early Years Foundation Stage and the outreach service. The school has sustained its previous outstanding provision and practice and demonstrates the capacity for continued improvement through a most able senior leadership team, and a committed staff and governing body.
- Senior leaders have established a strong and widely shared culture within the school which promotes highly effective teaching and a climate where pupils thrive and make outstanding progress both academically and in their personal and social development.
- Other leaders are well informed and use assessment information effectively to identify strengths and areas for improvement. They have implemented initiatives such as a sports partnership which has increased pupils' opportunities to play competitive sport and introduced a physical programme to stimulate pupils' development using the trampoline. This has had a positive impact on pupils' interaction, social and physical skills.
- The work of teachers and support staff is checked regularly and this has ensured that teaching is excellent across the school. Training needs are identified so staff can keep their knowledge and skills up to date. The link between salary progression and the quality of teaching is appropriate.
- The school enables some pupils from Broadmeadow to attend other mainstream schools for some activities and provides effective advice and support to a number of other schools to help them meet more effectively the needs of pupils with special educational needs and disabilities.
- The range of subjects and activities offered to pupils are highly suitable and provide a rich mix of experiences. Pupils participate in after-school clubs and a summer play scheme. Outdoor learning and other specialist programmes meet the needs of pupils well and promote their

outstanding progress.

- The local authority provides effective support for the school. It has provided specific literacy training for staff and has worked with senior leaders to verify the accuracy of their judgements to ensure their self-evaluation is rigorous.

■ **The governance of the school:**

- The governing body has a good understanding of the strengths of the school and the future challenges it faces. Governors visit classes regularly so that they have direct understanding of the quality of teaching and how happy and settled pupils are in school. They have enough assessment information for them to ask pertinent questions about the rate of pupils' progress and the setting of targets. They have ensured there is an appropriate link between salary progression and the high quality teaching. They know how additional government funding has been spent and the positive benefits to pupils. The school budget is managed efficiently. Governors have received good levels of training, such as safeguarding to help them fulfil their responsibilities effectively.

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

Unique reference number	104416
Local authority	Wolverhampton
Inspection number	431588

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	53
Appropriate authority	The governing body
Chair	Susan Ellick
Headteacher	Karen Warrington
Date of previous school inspection	23 March 2011
Telephone number	01902 558330
Fax number	01902 558327
Email address	office@wolverhamptoncyp.org.uk

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