

School inspection report

1 to 3 April 2025

Lokrum Fields

Copyholt Lane

Stoke Pound

Bromsgrove

Worcestershire

B60 3AY

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. The proprietor body and leaders focus continuously on ways in which they can improve provision for pupils. Leaders prioritise the wellbeing of pupils in all the decisions that they make. They invest in ensuring that teachers, specialist therapeutic teams and external agencies provide a comprehensive integrated approach to support for pupils. The proprietor body and leaders undertake an exceptionally meticulous approach to evaluating their effectiveness and use a thorough range of information to identify and improve pupils' experiences. They actively seek and welcome the support and challenge about how to improve, for example through the advisory governors. This is a significant strength in the school.
2. The curriculum is broad, well balanced and takes into account the needs, aspirations and interests of pupils. Teachers are knowledgeable and skilled to deliver the curriculum effectively, including the wide range of qualifications and accreditation available. Leaders use a range of information, including assessments, pupils' education, health and care (EHC) plan outcomes, and information from therapeutic teams and external specialists, to ensure that there is an integrated and targeted approach to learning. Pupils learn, progress and achieve well. They are very well supported to successfully transition into adulthood. Leaders do not currently ensure that the information and guidance provided to parents allows them to fully understand their child's academic and personal progress.
3. Pupils' physical, emotional and mental health and wellbeing are well supported. The school is well maintained, including compliance with appropriate health and safety requirements. The curriculum, through subjects such as personal, social, health and economic (PSHE) education, provides pupils with a thorough understanding of important concepts, such as healthy relationships, consent, mental health and wellbeing. High levels of staff-pupil interaction, including as key workers for individual pupils, provides one-to-one bespoke support. Staff are trained effectively in supporting pupils to manage their emotions and self-regulate their behaviours. Pupils learn to manage their behaviour, attend school and engage in learning.
4. The proprietor, leaders and staff actively promote the values of inclusion, equality and respect, which are promoted consistently through PSHE and the broader curriculum. Pupils contribute positively to the school and the wider community through their support of a variety of charities and community projects. Economic education and careers education is successfully integrated into the curriculum. Pupils are well supported in studying for relevant qualifications and in planning a future that enables them to make the most of their abilities and interests.
5. Leaders have created an effective approach to safeguarding pupils. Leaders and staff know pupils and their families well. They are vigilant to their needs and any signs of concerns. Leaders respond effectively to provide pupils with timely support. Leaders work closely with relevant external agencies, when needed, including mental health services, children's services, and the local authority designated officer (LADO). Pupils are taught how to keep themselves safe and are confident in the staff to whom they speak if they have any worries or concerns.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next step

The proprietor and leaders should:

- provide parents with information and guidance which enables them to understand fully their child's on-going academic and personal progress.

Section 1: Leadership and management, and governance

6. The proprietor body and leaders have a thorough understanding of the needs of pupils and the requirements of the Standards and statutory guidance. The proprietor body maintains a detailed oversight of leaders' work. They ensure that there is clarity about the ambitious aims for pupils, and the roles and responsibilities of leaders and staff to achieve these aims. They prioritise pupils' wellbeing in the decisions that they make. They ensure that the Standards are met consistently.
7. The proprietor body and leaders are exceptionally thorough in evaluating their effectiveness and acting upon areas in need of improvement. They use the wide-ranging and detailed information from their management and assessment system with adeptness to review the impact of their work. They use the advisory guidance of skilled governors, and close liaison with staff, families and external agencies, related to health, education and social care, to provide timely and high-quality support for pupils. They have, collectively, created a culture where all strive for continuous improvement in the experience of pupils.
8. The proprietor and leaders have a thorough understanding of risk management and undertake all appropriate action to mitigate any risks. Appropriate risk assessments are in place in relation to health and safety, the curriculum, extra-curricular and off-site activities and safeguarding. Staff undertake regular training on managing risks, for example related to health and safety, and regularly review risk assessment and processes. Adjustments are made, as required, so that changes are implemented consistently by the adults working with pupils.
9. Leaders provide appropriate information that meets the requirements of the Standards. Leaders provide relevant information, for example related to safeguarding policies, often available on the school website. Leaders work closely with external agencies, such as health services, when needed. They provide all required information to local authorities for pupils who have an EHC plan, including that related to funding and finance. The school fulfils the requirements of The Equality Act 2010, through the provision and implementation of the school's accessibility plan.
10. Leaders maintain close contact with parents through the annual and termly review process and share regular reports on pupils' progress and wellbeing. Parents receive an annual written report that details a range of information related to their child's learning, including photographs and descriptors. However, parents do not feel that the information provided related to their child's assessment provides them with accessible information related to how well their child is achieving and progressing.
11. The school has a suitable complaints policy which is implemented appropriately and available on the school's website. Leaders respond promptly to any concerns or complaints raised by parents or pupils, in accordance with their policy. Records are maintained appropriately, including any action taken and the outcome of the complaint.

The extent to which the school meets Standards relating to leadership and management, and governance

12. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

13. Leaders have created a broad curriculum that supports pupils to be well prepared for their next stages in education, training, employment and independent living. They prioritise developing pupils' speech, language, communication, literacy and numeracy skills through the curriculum, especially supporting those pupils who have gaps in their understanding and knowledge. The curriculum leads pupils to study a wide range of vocational and academic qualifications at GCSE and BTEC level.
14. Leaders review the curriculum, in line with pupils' interests, aspirations and abilities, and seek external specialist support where needed, for example to support pupils to study GCSE Spanish and French. Leaders ensure that pupils learn in well-equipped rooms and that teachers work closely with external specialists, including online tutors, where required.
15. Teachers are well trained and knowledgeable about the subjects that they teach. They use a range of resources and strategies and adapt their teaching to help pupils learn effectively and enjoy their learning. Teachers are adept at helping pupils apply their learning across a range of subjects, for example, when cutting bread, applying their knowledge of right-angled triangles and calculating the hypotenuse using Pythagoras' theorem.
16. Leaders use a range of information to track pupils' achievement, development and progress. Teachers use assessment information to refine planning and adjust provision to meet the needs of individual pupils. Specialists in speech and language and occupational therapy, support teachers to develop strategies and resources. This guidance provides effective support to help pupils' decoding skills, fluency, comprehension, working memory, attention and the motor skills needed for writing and using information technology. Pupils make good progress and many achieve high standards in GCSE and BTEC qualifications.
17. At the time of the inspection, no pupils in the school spoke English as an additional language (EAL). However, leaders have precise strategies in place ready to use to identify and support pupils in the early stages of learning English, including through lessons and through additional intervention, where required.
18. Leaders and staff fulfil their statutory responsibilities to review pupils' progress related to their EHC plan outcomes, and co-construct pupils' next steps. Leaders ensure that a range of views are well incorporated into these reviews, including representation from health, education and social care teams, as well as parents and pupils. Leaders use this information carefully to support pupils, including when pupils join the school, to ensure that they have appropriate support in place. Pupils are very well supported through this process to transition into post-16 education, training, employment and independent living.
19. Adults throughout the school community focus upon building positive relationships with pupils so that they can enjoy learning. Staff support pupils well to manage their emotions and access their learning successfully. Over time, pupils learn to develop strategies, for example by moving to designated spaces when they need extra help when they are struggling, where they can continue to access their work. Pupils appreciate the support, praise and guidance they receive from their teachers including ways of managing their time and organising themselves. They speak with pride and enthusiasm about their work.

20. Leaders ensure that all social times, including recreation, meals and snacks are used as learning opportunities, helping pupils to engage positively with each other. These opportunities are integrated seamlessly into school life. Pupils also enjoy the range of extra-curricular activities including table tennis, crochet, woodland activities and cookery that are on offer.

The extent to which the school meets Standards relating to the quality of education, training and recreation

21. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

22. Leaders and staff invest in pupils' physical and mental health and emotional wellbeing. Pupils are provided with a range of experiences beyond the classroom, such as outdoor environments, sensory rooms and therapeutic support, including with the school therapy dogs. This environment helps pupils' specific needs, so that they have space and opportunity to manage their thoughts and emotions and consider the views of others. Staff are well trained to work in this environment. They work collectively as a team to achieve the school's aim of enabling pupils to develop into happy, healthy, safe and successful young adults.
23. There is a well-planned PSHE curriculum, that includes all statutory requirements for relationships and sex education (RSE). Teachers are well trained and ensure that they use a range of resources and approaches to help pupils understand vital content. Parents are regularly consulted regarding the contents of the scheme. Specialist teams, such as occupational therapy, support planning and delivery of the curriculum. Pupils develop an understanding of important concepts, such as consent, healthy relationships, personal safety and emotional and mental health needs.
24. Leaders ensure that pupils experience a carefully planned physical education (PE) curriculum, including understanding the importance of healthy living and regular exercise. Pupils' individual physical needs are also supported through other lessons, recreation times and visits. For example, using lessons in reading, history, outdoor forest and extra-curricular activities to support individual pupils' balance, fine and gross motor skills and hand eye co-ordination.
25. Leaders implement appropriate policies and procedures to manage behaviour and bullying. Staff are well trained to support pupils' behaviour. They model behaviours through language, tone of voice and body language, which encourages pupils to speak and behave appropriately. They support pupils to implement strategies to manage their emotions, such as the use of sensory rooms and outdoor spaces. Staff teach pupils to communicate their feelings and to recognise the feelings of others, through strategies such as breathing exercises, problem-solving and working with therapeutic teams and animals. Leaders maintain records and review any incidents of inappropriate behaviour and bullying. They act appropriately and swiftly to address any such incidents.
26. Leaders work closely with pupils and their families to improve attendance. Appropriate support is provided to pupils where there are periods of absence, to ensure that pupils attend more routinely. Leaders monitor the attendance of pupils to review where they can be more effective. Most pupils attend well. The school informs the local authority when they have concerns about pupils' attendance, and when pupils join or leave at non-standard transition points.
27. Leaders ensure the health, safety and wellbeing of pupils. The school's premises are maintained to a high standard. Space, colour, light, acoustics and furnishings create an uncluttered, welcoming and safe environment. Any maintenance issues are acted upon promptly. All required health and safety checks are carried out, including those related to fire risk. Leaders are mindful of pupils' needs when managing the school's health and safety, for example, pupils' sensory needs during fire evacuation procedures. First aid and medicine control procedures are implemented in accordance with requirements. Staff supervision is appropriate. Suitable records are maintained in relation to health, safety, first aid, and supervision.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

28. All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

29. The proprietor and leaders have carefully cultivated an ethos of respect and inclusion throughout the school. School values of compassion, forgiveness, humility, honesty and integrity are interwoven with the school's teaching on respect for people with different faiths, genders, cultures, beliefs and experiences. Through the curriculum, and throughout the school, staff promote these values. For example, the celebration of a range of cultural traditions and customs throughout the year enhances pupils' cultural understanding and social skills. As a result, pupils embrace the open approach to these discussions and value inclusion and equality.
30. Pupils are well supported to understand the importance of right and wrong, the rule of law, democracy and respect for public institutions, such as the police and courts. Staff help pupils to understand how this applies to their own experiences. For example, staff work closely with pupils to help them to understand the importance of rules, including through the school's behavioural expectations.
31. Staff help pupils to develop important social skills, including developing pupils' understanding of verbal and non-verbal communication. Pupils develop the skills needed to communicate, socialise and form friendships and positive relationships. Staff listen and respond empathetically to what pupils have to say. This supports pupils to engage with adults and their peers. Pupils listen to what others have to say, show concern and enthusiastically celebrate each other's successes.
32. Pupils are given opportunities to take on responsibility and contribute to the local community. Pupils enthusiastically research the charities and projects that they wish to support, including making visits and speaking with the organisers. Activities include supporting a local greyhound rescue charity, making briquettes from shredded paper and selling them for a local charity and contributing to a local community project which improves canals through a narrowboat company.
33. Pupils access a well-planned and well-delivered economic education through a range of lessons. Pupils learn about the principles of financial responsibility and learn to apply these in increasingly practical activities, such as budgeting for the requirements of the school's therapy animals. As pupils get older, they are very well supported to learn about managing money, including making purchases, savings and debt, in readiness for their adult lives.
34. Pupils receive appropriate careers guidance that is embedded throughout the curriculum and is well delivered by staff. Pupils receive high quality individual guidance and support, including independent advice, from knowledgeable and well-trained adults. Staff regularly review the effectiveness of their provision, against the Gatsby benchmarks and principles. They ensure that parents and families are included in discussions around careers guidance. As a result, pupils are well supported to go on to highly appropriate post-16 education, training and employment opportunities, which reflect their interests, talents and ambitions.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

35. All the relevant Standards are met.

Safeguarding

36. The proprietor body and leaders have implemented a range of policies, processes and systems which prioritise the safety and wellbeing of pupils and are in line with statutory guidance. Leaders are well trained and ensure that the school's safeguarding procedures are implemented consistently and effectively. They ensure that the approaches to safeguarding take specific account of the needs of pupils.
37. Induction and safeguarding training for staff is appropriate and there are regular safeguarding updates, including through daily briefings. Staff understand and follow the school's procedures when they are worried about a pupil or have any concerns about adults working with pupils. They are highly aware of any changes in a pupil's behaviour and report their worries in a timely manner. Staff use the system to report concerns appropriately. Records of safeguarding concerns are comprehensive and maintained securely.
38. Leaders use a range of information to make sure that they are vigilant to pupils' needs and vulnerabilities. They work closely with pupils' families to plan any actions that should be taken to mitigate risks associated with pupils' physical, emotional and mental wellbeing. Leaders regularly review information to see if there are any wider trends or issues of concern. This collective work of leaders, staff and families results in a strong culture of safeguarding where the needs of pupils are prioritised.
39. Leaders ensure that pupils get timely support when they need it, including through the school's in-house therapy teams. Leaders work closely with relevant external agencies, such as children's services teams or the local authority designated officer, to seek advice and make referrals, when required. Leaders work closely to monitor the attendance of pupils, working with a range of professionals and pupils' families to support pupils when they have periods of absence and to help them attend successfully.
40. Pupils are taught that there are a range of staff who will help them if they have any concerns. They are confident in the ways in which they can report any worries or concerns to staff, including their key workers and therapy teams. Pupils say that people listen to them and understand their needs. Pupils are supported in lessons and through therapeutic support to develop self-awareness and an understanding of how to keep themselves safe, including online. Suitable systems for the filtering and monitoring of online activity are in place. Leaders take prompt action when any concerns arise.
41. Leaders maintain a suitable single central record of staff appointments. All required statutory checks are implemented as required for adults working with pupils, including for volunteers and advisory governors. Staff files contain detailed evidence of checks recorded and are maintained at the appropriate level of confidentiality.
42. The proprietor body ensures that leaders take all reasonable action to support the safety and wellbeing of pupils. The governing body regularly visits the school and undertakes a range of activity, for example, talking to pupils and staff and reviewing leaders' records and documentation. The proprietor body uses information provided by the governing body to check the effectiveness of leaders' work, and acts promptly to address any areas of need.

The extent to which the school meets Standards relating to safeguarding

43. All the relevant Standards are met.

School details

School	Lokrum Fields
Department for Education number	885/6058
Address	Lokrum Fields Copyholt Lane Stoke Pound Bromsgrove Worcestershire B60 3AY
Phone number	01905 349915
Email address	info@widerambition.org
Website	https://widerambition.org
Proprietor	Wider Ambition Limited
Chair of advisory governors	Mrs Lynn Evans
Headteacher	Mrs Alison Prosser
Age range	9 to 17
Number of pupils	16
Date of previous inspection	22 to 24 March 2022

Information about the school

44. Lokrum Fields is a co-educational day special school located in Bromsgrove for up to 18 pupils aged 9 to 17 years old. It provides for pupils with special educational needs and/or disabilities (SEND). The school is run by the proprietor body, Wider Ambition Ltd. There is a governing body that monitors the performance of the school and advises the proprietor of any recommended actions. This is provided by a company called Governing for Ambition CIC.
45. The school opened in January 2021 and was registered with Ofsted. It received its first Ofsted inspection in March 2022. The school's overall effectiveness was judged to require improvement and the requirements of the Standards were deemed to be met. This is the first inspection conducted by ISI following accreditation by the Independent Schools Association (ISA).
46. All pupils who attend the school have special educational needs and/or disabilities (SEND) and an education, health and care (EHC) plan.
47. There are no pupils identified as speaking English as an additional language.
48. The school states its aims are for every pupil to fulfil their academic and personal potential. The school seeks to encourage independent thought, mutual respect and appreciation of diversity within a Christian ethos. It strives to support pupils to develop into happy, healthy and secure young adults who are able to achieve success in higher education and in careers which reflect their interests, talents and ambitions.

Inspection details

Inspection dates

1 to 3 April 2025

49. A team of two inspectors visited the school for two and a half days.

50. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the proprietor and chair of the advisory governing body
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to specialist additional areas for learning support
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

51. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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