

Broomfield South SILC

Broom Place, Leeds, West Yorkshire, LS10 3JP

Inspection dates

16–17 October 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All pupils start at Broomfield with levels of attainment well below those of most pupils in mainstream schools. Nevertheless, almost all make at least good progress in every area of their learning. This is because teaching is good and some pupils benefit from outstanding lessons.
- Many pupils succeed in overcoming their learning difficulties and go on to gain qualifications. Some are entered for GCSE and A Level examinations.
- Pupils make outstanding progress in their spiritual, moral, social and cultural development and this helps them to take part in off-site activities and move on successfully to the next stages of their lives.
- Pupils' behaviour is good and often outstanding. They attend well; they feel safe and valued at school.
- The leadership of the Principal is inspirational and overall leadership and management, including governance are of good quality. Some aspects of management are of high quality, such as in the sixth form and in working with partner schools.
- Since the previous inspection, good improvements have been made to pupils' progress, the quality of teaching, welfare and facilities.
- The sixth form is good because students enjoy a wide range of learning opportunities. Many develop skills for independent living and almost all go on to continue their education when they leave the school.

It is not yet an outstanding school because

- Pupils do not make as much progress in some lessons as they could because they do not have enough to do and teachers do not always plan small steps of learning.
- Some recent improvements made by managers have not yet become fully effective.
- The Early Years Foundation Stage areas lack the space for children to freely move indoors and outside in their play.

Information about this inspection

- The inspectors observed nine lessons and spent further time in short visits to classrooms. They watched pupils undertake 'wake and shake' activities, lunchtime clubs, playtimes, lunches and movements to and from transport.
- Pupils' work and the records of their achievements were studied. The inspectors listened to pupils reading.
- The inspectors spoke with pupils during lessons and more formally at a meeting with their representatives to gain their views and opinions.
- Meetings were held with the Principal, other members of the senior team, teachers, other workers, a representative of the local authority and the Chair of the Governing Body.
- The views of staff were noted through meeting with them and by scrutinising their returned questionnaires.
- The inspection took account of the views of parents through discussions, a letter received by the team and by viewing the four responses to the on-line questionnaire (Parent View).
- The work of the school was observed and documents concerning planning, self-evaluation, safeguarding, attendance, behaviour and pupils' progress were scrutinised.

Inspection team

Terry McKenzie, Lead inspector	Additional Inspector
John Ashley	Additional Inspector
Christine Potter	Additional Inspector

Full report

Information about this school

- Broomfield admits pupils with a wide range of special educational needs, including moderate learning difficulties, severe learning difficulties and autistic spectrum conditions. Many pupils experience complex and multiple barriers to learning and all have a statement of special educational needs. Some have severe behavioural difficulties.
- Pupils are admitted at any age but the majority enrol in the early stages of primary education and continue to beyond the statutory school leaving age. More than a quarter are known to be eligible for the pupil premium and this is high compared to most other schools nationally.
- The school operates formal partnership arrangements. These are with Windmill Primary School and Rodillian High School, both located nearby. The purpose of these arrangements is to provide some pupils with a mainstream educational environment that has the benefit of full-time specialist support from Broomfield staff located at these schools. Currently, around a third of the pupils on Broomfield's roll are permanently educated at these two sites. Within the name of the school the term 'SILC' stands for 'specialist inclusive learning centre' and this refers to the close working relationships that are established with the mainstream schools. Broomfield is one of several in the local authority that works in this way.
- Since the last inspection, a new Principal has been appointed and significant changes have taken place in the senior leadership team.
- New facilities in the school have been provided, including a computer suite and multi-sensory environment. The playground has been completely refurbished with an adventure play area and other large equipment.

What does the school need to do to improve further?

- Improve the area used by the Early Years Foundation Stage so that children can move freely and as independently as possible from one activity to another, including out of doors.
- Ensure that pupils make good progress in all lessons by:
 - devising assessment systems that give teachers the information to plan succinctly for very small steps of learning
 - ensuring that teachers always provide interesting lessons and that pupils are appropriately active in lessons.

Inspection judgements

The achievement of pupils is good

- All groups of pupils make good progress both in their academic work and in their personal, social and emotional development. Furthermore, comprehensive records and case studies devised by teachers show that pupils' progress in their behavioural, social and emotional development.
- Some pupils who arrived with very low levels of attainment now study with their mainstream peers in the partner schools at GCSE and A Level.
- The older pupils gain accreditations in the Award Scheme Development and Accreditation Network (ASDAN), Entry Level Certificates and through functional skills courses.
- These academic successes come about through good teaching and because pupils make great gains in their social and moral development. They learn to work cooperatively with others and accept the rules and requirements of the school.
- Similarly, those with severe communication difficulties, such as autistic spectrum conditions, are equipped to become more productive in classrooms. Through developing their communication skills they are able to join in with lessons.
- The good use of phonics (the sounds that letters make) helps some pupils learn to read. Phonics is consistently applied throughout the school. By gaining basic literacy, numeracy and communication skills pupils are helped to develop independence in learning. An example of this was seen when secondary pupils were observed using computers to undertake independent research.
- Pupils' self-esteem is enhanced through challenging them with physical and practical lessons as was witnessed in some Key Stage 1 and Key Stage 2 lessons. These everyday small successes encourage pupils to be included in learning and gain further successes. In the partner schools, pupils benefit from the close work that they do with their mainstream colleagues. Consequently, they become confident learners and contribute well in class.
- In a very few lessons pupils are too passive and they have to wait to take turns in activities. This slows their progress and does not make the best use of learning time.

The quality of teaching is good

- Most teaching is good or better and some outstanding lessons were observed by inspectors in the sixth form, in Key Stage 1 and Key Stage 2 and in the partnership schools.
- Where learning is at its best, teachers consider very carefully how to match tasks to pupils' individual needs. Here, teachers measure pupils' progress extremely accurately and carefully record the outcomes of their efforts.
- Through sound subject leadership pupils make good gains in reading and number work because teachers are now more effective in these areas. Consequently, pupils make good progress in their English and mathematics. These skills are important when they come to tackle other areas of the curriculum.
- In most lessons, teachers plan interesting things for pupils to do. However, where teaching is less effective it is because the content lacks stimulus and pupils are too passive. Sometimes, in these lessons, pupils waited to take turns at activities being managed by the teacher. Here, teaching assistants were not used to ensure pupils were not wasting valuable time.
- Some teachers include the use of literacy throughout activities. In a sixth form lesson, role play was used to familiarise students with what to expect at a gymnasium. The teacher ensured that opportunities were made for them to consider the signs and the language that they might encounter.
- Recent changes to the way that other professionals in the school are employed, such as nurses and therapists have resulted in lessons being interrupted less frequently. Now, the intimate and

personal care provided to pupils is less obtrusive. Consequently, pupils spend more time in class, sometimes attending to the teacher while their medical needs are administered.

- The adults care for pupils very well. This promotes strong trusting relationships. When asked what was the best thing about the school, pupils were unhesitating in replying that it was the adults who look after them.
- This view was echoed by a parent who wrote to the inspection team: 'The staff are friendly, approachable, positive and firm but fair. They are a credit to their profession'.

The behaviour and safety of pupils are good

- Pupils attend school willingly and report that they enjoy school. One said 'the only bad thing is that you can't come here enough!' Attendance has improved since the last inspection and is now much in line with national averages for all schools. This is remarkable for a school of this nature and has come about because of new management systems.
- Pupils report that they feel very safe here. Issues are quickly dealt with by staff and bullying is almost unknown. For a school of this nature the degree of physical intervention is low. This is because staff are highly skilled at de-escalating situations. There are very few sanctions and exclusions.
- Pupils working in the partnership schools value the support and friendships they make. They say they are well treated by the mainstream pupils and feel secure through having the Broomfield staff at hand for care, support and guidance.
- Pupils' good behaviour is related to the outstanding gains that they make in their personal development. Many come to understand about right and wrong. Where they can, they demonstrate respect for each other and for staff. This was evident at a lunchtime dance club attended by pupils of all ages and with different types of learning difficulties. The atmosphere was superb and the pupils thoroughly enjoyed their time.
- Pupils' positive views are supported by parents and carers, and by staff. They are in line with the findings of the inspection.
- While pupils' behaviour is generally good, in some lessons it waivers because activities are too much led by the teacher and there is not enough for them to do. Occasionally, their losses of concentration are understandably linked to lack stimulus in some lessons.

The leadership and management are good

- Changes implemented by the new Principal are taking effect. For example, the recently installed playground equipment is welcomed by the pupils who are now keen to play outside at break and lunchtime.
- Much has been done to improve the classrooms and resources. Rooms have been made more appropriate for pupils with extreme autistic spectrum conditions. A new suite has been installed that provides simulations so that pupils can, for example, experience aspects of the world that might be otherwise be impossible because of their physical and learning difficulties. However, the facilities in the Early Years Foundation Stage for very young children remain limited by the lack of continuous indoor and outdoor space and this restricts their range of learning and play opportunities.
- Services provided by nurses and others have been modified so that pupils can attend medical appointment on the school site rather than needing to be absent. A community support assistant and the pupil welfare team work with some of the harder to reach families and this has aided pupils' attendance.
- The responsibilities of the senior team are now better defined. This has led to more-efficient working, for example, in managing staff and handling information. Consequently, good management extends to the middle leaders.

- The good curriculum is complex but highly individualised so that all of the different groups can be included in the life of the school and none are discriminated against.
- The long-established partnerships with local schools have been strengthened and are working to the great benefit of the pupils who attend.
- Those known to be eligible for the pupil premium have gained from new resources designed to speed up their literacy developments. These include additional adult support, a new library and training to support reading development.
- New performance management systems designed to improve the quality of teaching are in place. Already there is evidence that staff are implementing new ideas and developing further skills. For example, as a result of performance management the mathematics coordinator now works more effectively.
- However, despite recent developments in assessment some improvements remain at an early stage of development. For example, a planned new assessment system has not yet been put in place. Some lessons, therefore, remain below the quality of good because teachers do not plan for the very small steps of learning that their pupils require. Nevertheless, the Principal and the team have a clear understanding of the school's strengths and weaknesses and have devised appropriate plans to continue the improvements.
- Broomfield has been well supported by the local authority before and following the appointment of the Principal, for example, by placing temporary leaders at the school while waiting for a new Principal to be appointed and providing the expected advice on recent spending.
- **The governance of the school:**
 - The governing body is strong because it is acutely aware of the strengths and weaknesses of the school.
 - Governors have been fully involved in the changes made with management and staffing, and in acquiring new resources.
 - The governing body is accurately informed about the quality of teaching and the need to continue to drive up the standard of lessons through active performance management.
 - The governing body has ensured that all the requirements for safeguarding are met.
 - Governors have maintained a close and productive working relationship with the local authority.

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	108123
Local authority	Leeds
Inspection number	400964

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	3–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	152
Of which, number on roll in sixth form	36
Appropriate authority	The governing body
Chair	Mr Tony Grayson
Principal	Dr John Fryer
Date of previous school inspection	18 May 2010
Telephone number	0113 277 1603
Fax number	0113 277 1622
Email address	broomfield@leedslearning.net

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