

North West Specialist Inclusive Learning Centre

Tongue Lane, Leeds, West Yorkshire, LS6 4QE

Inspection dates 25–26 June 2013

| | | | |
|--------------------------------|----------------------|-------------|----------|
| 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.

- From starting points that are always much lower than those of their peers in mainstream schools, pupils' achievements are generally good. They learn and make good progress in most lessons.
- Most of the teaching is good. Adults care well for pupils and provide the support that helps them overcome their physical disabilities and learning difficulties.
- Behaviour is mostly good and improving in lessons and outside of classes.
- Throughout their time at the centre pupils gain valuable personal skills that help them to take part in learning and to work with others.
- When asked for their views, almost all parents indicate that they are pleased with the education and that their children feel safe.
- The quality of teaching is steadily rising because of good management by school leaders and members of the governing body.
- The school is generally improving through initiatives such as in managing behaviour.
- The sixth form is good because it prepares students well for moving on to the next stage of their lives.
- Children in the Early Years Foundation Stage are provided with a good service.

It is not yet an outstanding school because

- Occasionally, aspects of teaching require improvement. Consequently, pupils' achievements are not always as consistently good as they should be.
- Teachers do not always use information about pupils' needs and their latest achievements when they plan lessons to meet their different needs.
- Classroom assistants are not always used effectively in the support of pupils' learning.
- Clubs, educational activities and recreational experiences are not always made available to pupils during the parts of the school day which are currently used to provide their personal care.

Information about this inspection

- The inspectors made observations in 16 lessons. Around 90 minutes were spent making shorter visits to classrooms, occasionally accompanied by a senior leader.
- The three school sites and nursery operated by the governing body were visited, some more than once. Inspectors went to four of the five local mainstream schools where some staff and pupils of this provision are based.
- An alternative educational provision was visited to check pupils' well-being.
- Pupils were seen arriving and leaving school, having lunch and at break times.
- Meetings were held with the Principal, senior leaders, the autism outreach team leader and representatives of the local authority including the School Improvement Partner. A telephone conversation was held with a member of the local safeguarding board. An inspector spoke at length with the Chair, vice-chair and a previous Chair of the Governing Body.
- Inspectors considered responses from 24 parents through Ofsted's online questionnaire (Parent View). Three telephone calls and two letters written by parents were taken into account.
- The school's work was observed. Documents concerning the Principal's understanding of how well it works were seen. Materials relating to planning, safeguarding, attendance, behaviour and pupils' achievements were studied.

Inspection team

| | |
|--------------------------------|----------------------|
| Terry McKenzie, Lead inspector | Additional Inspector |
| Michele Crichton | Additional Inspector |
| Keith Massett | Additional Inspector |

Full report

Information about this school

- North West Specialist Inclusive Learning Centre (NW SILC) is a multifaceted special school serving pupils who come mainly from the northern districts of Leeds. It is based on three sites, one of which is about 10 miles from the other two.
- One of the sites has a nursery controlled by the governing body of the SILC and this provides a few places for children likely to attend the special school. However, it mainly offers places for those without special educational needs.
- One of the special school sites provides for pupils aged from two to 19 years, the other two sites cater for primary and secondary pupils respectively including some beyond statutory school age.
- All pupils registered with the SILC have a statement of special educational needs in respect of profound and multiple learning difficulties, moderate learning difficulties, communication disorders and autistic spectrum conditions. Some have very complex needs that include physical disabilities and social, emotional and behavioural difficulties.
- Pupils can join the school at any age but many register before the age of five and continue to beyond statutory school age.
- The SILC manages the work of education bases at five mainstream primary and secondary schools that exist to enable pupils who are wholly registered with the SILC to access some mainstream education or to be supported into aspects of it. When pupils who attend the bases cannot access any aspects of mainstream education they are taught by staff at the bases who are employed by the SILC. About 40% of SILC pupils attend these mainstream school bases.
- The majority of pupils are of White British heritage, around a quarter are girls.
- The proportion known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, pupils who are looked after by the local authority and the children of personnel in the armed forces) is higher than for most schools nationally.
- Pupils are not entered early for GCSE.
- A very few pupils are currently attending an alternative educational provision ('Skills4U', The Technical Centre, Grape Street, Leeds LS10 1BX).
- The governing body manages an outreach service providing specialist help and support to mainstream schools in respect of autism. This service, known as STARS, gained accreditation with the National Autistic Society in 2011 and acts as the Autism Education Trust's Training Hub for Yorkshire and Humberside.

What does the school need to do to improve further?

- Ensure leaders at all levels enable pupils make the most of their learning by improving the quality of teaching so it is consistently good or better in all areas of the provision through:
 - ensuring assessment information is more easily available to all teachers
 - directing teachers to take more regular account of the latest information about individual pupils' needs and their previous achievements when planning their lessons
 - making sure that teachers manage the work of classroom assistants better so that they become even more supportive of pupils' learning.
- Leaders and managers should ensure that clubs, educational activities and a wider range of recreational experiences are made available to pupils during the lunch break and at other appropriate times during the school day.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement overall is good. They make good progress from their low starting points.
- In the Early Years Foundation Stage good provision prepares children well for joining the SILC or moving on into mainstream.
- Classroom observations indicate that pupils make at least the expected amount of progress in most lessons. The school information about pupils' previous achievements is not always readily accessible but indicates that throughout every key stage, including sixth form and in the Early Years Foundation Stage, pupils achieve well with particularly good gains made by primary pupils.
- School information shows that all are included in learning to achieve equal opportunities and none is discriminated against. Systems are in place to ensure that any beginning to fall behind in their learning can be spotted quickly and provided with additional support.
- In all parts of the school progress in mathematics is in line with national expectations.
- All groups of pupils with their different special educational needs make good progress throughout all areas of study and this includes boys and girls, any from different ethnic backgrounds and those entitled to free school meals. There are indications from the school's own information that, particularly in literacy, those for whom the pupil premium is entitled are beginning to close some gaps in their learning and that this group make gains in line with the latest government guidance.
- Some who join in with mainstream school lessons gain qualifications at GCSE, or the equivalent, as do any that attend alternative educational provision. Almost all members of the sixth form in the main part of the SILC leave with qualifications and accreditations that reflect their levels of academic ability. The sixth form prepares them well for moving on and almost all go to further education following school.

The quality of teaching is good

- Although good overall, teaching varies somewhat in quality throughout the provision. On occasions, pupils benefit from outstanding lessons. The indications from school records are that teaching is improving through the performance management process.
- Mostly, teachers encourage the use and development of literacy throughout their lessons so that, for most, their skills develop well throughout their time at the school. Many pupils learn to read and this enables them to take part in opportunities provided at mainstream bases and to gain externally accredited qualifications in the SILC.
- Throughout all areas of the school pupils are supported well by therapists and teachers in the development of their communication skills so that even those with the most extreme barriers to learning have the chance to join in with lessons. This was seen in a music and mathematics lesson for non-speaking wheelchair users where all took part successfully. In another lesson concerned with collecting 'mini bugs', the teacher used skilful questioning to ensure that the key words were learnt and understood.
- Very occasionally, teachers do not pay as much attention as they could to matching courses of study to pupils' special educational needs. As a result, a very few pupils do not make as much progress as they should. For example, in the great majority of lessons provided to the pupils in the partnership with mainstream schools, pupils do well and make good progress in their studies. However, where pupils are restricted by their learning difficulties and cannot always take part in the mainstream lessons, the SILC teachers do not always provide appropriate alternative lessons with content and activities which match their needs.
- The best teaching pays close attention to how each pupil has previously learned and made progress. However, this is not consistent throughout the SILC and the use of the school information about pupils' previous achievements is not yet made as accessible to teachers to use

as it could be.

- Classroom assistants are well trained to care for pupils and support their personal and medical needs throughout the day so that pupils can be as involved as possible in lessons. Nevertheless, teachers do not always direct classroom assistants to be as effective in supporting pupils' learning. Consequently, opportunities are missed, for example, for classroom assistants to be involved in gathering the information about what pupils have learned in a lesson and for them to help teachers report pupils' educational gains to senior leaders and parents.

The behaviour and safety of pupils are good

- Pupils' behaviour in classes is usually good. This is because teachers mainly provide interesting lessons. Outside of lessons, at lunchtimes, for example, pupils behave well. Occasionally, when pupils have too little to do in lessons or where the activities are not well matched to pupils' needs and abilities, behaviour slips.
- The attention given by staff to the way that pupils start the day helps to ensure pupils enjoy coming to school. Consequently, they are keen to take part in learning and other school activities. For example, during the inspection many pupils attended a choir practice with other pupils from schools throughout Yorkshire.
- A good programme of events for pupils throughout the SILC ensures they can experience the wider world and meet others from different backgrounds. Their spiritual, moral, social and cultural development is good.
- Many pupils make friends and appreciate the opportunities to practise their social skills with staff and other pupils. Relationships between staff and pupils throughout the SILC are generally very strong, contributing to the good gains that pupils make in their personal development throughout their time at the centre; a parent commented that 'she could not praise the school enough' for supporting her daughter.
- The high levels of staffing ensure that bullying and harassment are very rare. On occasions when things go wrong staff intervene quickly. Clear notices throughout the SILC remind pupils, parents and staff that senior leaders are always available to receive reports of any concerns. At all ages from pre-school to the sixth form pupils are helped to understand the different forms of bullying and how to keep themselves safe, as best they can.
- Pupils appear to feel safe including any who attend alternative provision. The very great majority of parents who took part in the Parent View survey indicated that their children feel safe. Staff receive ongoing training in the management of behaviour and new methods of recording incidents. New systems for monitoring behaviour are leading to a better understanding of pupils' individual needs and a reduction in incidents.

The leadership and management are good

- Although a very few parents expressed concerns about the quality of leadership and management at the centre, inspectors found that the overall quality of leadership and management is good with some examples of outstanding practice such as in the recent developments in behaviour management. The concerns were explored extremely carefully by inspectors who took note of the views of many parents, staff, the school nurse, the local authority and members of the governing body. Inspectors carefully checked a wide range of records, policies and documents and were satisfied that there were no significant concerns about the leadership and management of the centre.
- Good leadership and management from the Principal, senior leaders and others at all levels mean they know the strengths and weaknesses including in the Early Years Foundation Stage and the sixth form. Plans for improving the SILC are sound with a focus on improving the quality of teaching through constantly checking and reviewing it, so that pupils can gain even more from their time at the centre.
- Senior leaders are improving the ways that information about pupils' previous learning is

gathered by managers. The next step is to ensure that it is made more easily available to teachers and is used more efficiently when planning lessons.

- The good curriculum provides opportunities for all to learn and make progress. Senior leaders are reviewing the good partnership arrangements with mainstream schools to ensure that where pupils are placed in the bases located in the schools that the education provided is always carefully matched to the needs and abilities of each pupil.
- The specialist outreach work of the STARS autism team is appreciated by other local schools and contributes to the better understanding of those pupils attending the centre with autistic spectrum conditions.
- At lunchtime and at other times throughout the school day time is made available for staff to address the medical and personal needs of pupils. However, some of these sessions are quite lengthy and opportunities are being missed to provide clubs, educational activities and a wider range of recreational experiences for pupils to take part in at these times.
- The local authority is supportive of the school, knows it well and is appreciative of the role that the SILC undertakes in managing education for pupils with special educational needs in this part of Leeds.

■ **The governance of the school:**

- The governing body has recently experienced a period of change and reorganisation that was strongly supported by the local authority. The members of the governing body that met with inspectors were experienced governors and they know the SILC very well through being parents, carers or grandparents of pupils, over a period of considerable time. They knew about the concerns expressed about the quality of leadership and management of the school by a very small number of parents. Nevertheless, they were extremely keen to express their support for the Principal and senior team. Since the last inspection the governing body has demonstrated its ability to understand information about pupils' achievements and has provided challenge to the Principal to ensure that budgetary requirements are met including for the pupil premium funding. Members have overseen the performance management process for teachers and supported the Principal in considering how good teaching should be rewarded. It has ensured that appropriate targets have been established for the Principal. Members have ensured that all of the requirements for safeguarding are met.

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 | 134885 |
| Local authority | Leeds |
| Inspection number | 402650 |

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 | 2–19 |
| Gender of pupils | Mixed |
| Gender of pupils in the sixth form | Mixed |
| Number of pupils on the school roll | 186 |
| Of which, number on roll in sixth form | 31 |
| Appropriate authority | The governing body |
| Chair | Dr Richard Perkin |
| Principal | Mr Michael Purches |
| Date of previous school inspection | 15 June 2010 |
| Telephone number | 0113 336 8270 |
| Fax number | 0113 278 3577 |
| Email address | purchemk01@leedslearning.net |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

