

Broomfield South SILC

Broom Place, Leeds, West Yorkshire, LS10 3JP

Inspection dates

4–5 November 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Require improvement
Early years provision	Requires improvement
16 to 19 study programmes	Require improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils do not make consistently strong progress in writing and mathematics from their individual starting points.
- The accuracy and precision of assessment are inconsistent throughout the school. Very recent improvements in this regard in early years have yet to be sustained.
- Not all teachers check what pupils know and can do or use this information well enough to plan lessons that match pupils' abilities, particularly for those with complex needs and conditions.
- Expectations of pupils' behaviour in lessons are not always high enough. Plans for pupils with challenging behaviour do not always get to the heart of why they misbehave in order to be as effective as they could be.
- Leaders and managers have an overly positive view of teaching. They do not review the school's work rigorously enough; good self-evaluation practices are not secure enough to drive improvements in pupils' learning and progress quickly.
- Leaders have been slow to establish reliable assessment, recording and reporting across the school. The school has been unable to report pupils' achievement in science for one year due to inconsistencies in its systems.
- Although governors are supportive, they have not challenged the leadership well enough about pupils' performance and when they have not received sufficient information to be in a position to do so.

The school has the following strengths

- Pupils make good progress in their personal and social development as a result of a consistently strong focus on this aspect each day from the moment pupils arrive at school in the morning until they leave.
- Good support and care helps pupils to feel safe and well looked after while at school.
- Leaders have secured better access to facilities and resources for pupils including those in the early years.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment across the school, including in the early years and sixth form, by:
 - ensuring assessments are accurate, up to date and reliable
 - using assessment information to plan learning activities so that all pupils are always working at a level that matches their needs and abilities
 - ensuring tasks are clearly focused on learning and are appropriate to pupils' age and maturity
 - regularly checking learning in lessons and reshaping activities so that pupils are continuously challenged and can move on to the next step of learning more quickly
- Strengthen leadership and management and accelerate the rate at which the school improves by:
 - increasing the rigour with which leaders at all levels directly check the impact the school's work has on pupils' learning and progress
 - focusing sharply on specific areas for improvement and ensuring they are swiftly and successfully acted upon
 - ensuring that there is more detailed analysis and evaluation of assessment information for different classes and groups of pupils, and where gaps are identified taking action to ensure they close swiftly
 - increasing expectations of leaders at all levels to ensure staff have high expectations of pupils' behaviour
 - ensuring there are sharper diagnoses of the reasons for challenging behaviour in order to improve the outcomes for pupils
 - improving pupils' attendance
 - ensuring governors provide robust challenge to leaders and hold them accountable for establishing good systems to support a thorough review of the school's work.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

requires improvement

- Leadership and management require improvement because leaders and governors have not taken swift and robust action to improve teaching, implement accurate and reliable assessment, and enable most pupils to make at least good progress in their learning.
- Checks on teaching have focused too much on what the teacher is doing and the judgements given during a 'snapshot' lesson observation. This has given an overly positive view of the quality of teaching with few insights to enable leaders to secure further improvements in pupils' learning.
- Leadership of teaching is improving. Evidence of the schools' checks on learning since the start of term shows that leaders are beginning to focus more firmly on the difference teaching makes to pupils' learning. They are drawing on a wider range of evidence, including pupils' work and their views. Leaders pick up inconsistencies and are starting to evaluate more accurately. However, this sharper focus has yet to influence school planning.
- Procedures to monitor teachers' performance are in place. Training and self-review by teachers are beginning to be more firmly linked to the impact on pupils' progress.
- Systems are in place to collect and analyse information about the attainment and progress of pupils. However, this information is not used well enough by leaders and governors to gain an accurate understanding of the achievement of different groups of pupils in key subjects.
- Leaders have ensured that continuing improvements to facilities promote equality and diversity well. Improvements have secured better access to learning resources for children in the early years, pupils with medical conditions and older pupils.
- The curriculum is broad and personalised to pupils' needs. A firm emphasis on communication, reading, writing and mathematics helps pupils to develop skills and prepare for life in the wider world. Detailed curriculum plans devised to ensure that pupils in mixed-age classes do not repeat what they have covered in earlier years were introduced in July 2015. These have still to take effect in some classes.
- The school is using additional funding for PE and sport effectively: pupils enjoy the wider range of opportunities for team games and access to hydrotherapy. Their increasing activity makes a strong contribution to their general well-being.
- Leaders are using pupil premium funding effectively. Additional support is helping pupils to make progress in their learning and catch up with their peers.
- The spiritual, moral, social and cultural development of pupils is well provided for and enhanced through a wide range of activities, visits and other opportunities. They contribute effectively to ensure pupils make good progress in their social development and independence.
- Well-established partnerships with mainstream schools continue to make a good contribution to the education and achievement of more-able pupils.
- **The governance of the school:**
 - is very supportive and trusting of school leaders and the work they do. Governors are proud of the school and believe passionately in its aims and purpose. However, they do not have a good enough understanding of the school's performance information to hold leaders to account for improving outcomes for key groups of pupils.
 - has a sound understanding of the school's procedures for teacher appraisal, including how good teaching is rewarded and what is being done when teaching falls short of expectations. Governors visit classrooms to see what is taking place and are keenly interested to hear pupils' views. However, they know little of the strengths and weaknesses in teaching and learning across the school.
 - monitors the school's finances well. Governors are able to account for the way extra funding such as the pupil premium is spent and its impact on the pupils' performance.
- The arrangements for safeguarding are effective. A high priority is given, and robust arrangements are in place, to ensure pupils' safety in and around the school site. Parents respect the measures taken to protect their children; they feel welcome and are confident in discussing any concerns.

Quality of teaching, learning and assessment

requires improvement

- The quality of teaching and particularly the accuracy and use of assessment information are inconsistent. Planning lacks the precision needed to ensure that pupils are working at levels that match their needs and abilities. It does not enable them to make good progress.
- In some lessons and in some pupils' books, all pupils are expected to do the same task regardless of their level of skill or aptitude. For example, basic tasks, such as writing their name, were not challenging some pupils who had already mastered this skill.
- Teachers, and staff who support pupils' learning, sometimes do not keep a close check on pupils' learning in lessons. They do not always act quickly to adapt tasks to ensure that they continue to be challenging for pupils with complex needs and autistic spectrum conditions. For example, in some lessons observed, pupils were kept waiting and their learning was interrupted due to unrelated activity or while staff dealt with an individual's behaviour.
- Scrutiny of pupils' mathematics books found a lack of sequence to the work that made it difficult for pupils to grasp ideas and concepts. Pupils in Key Stages 3 and 4 told inspectors they were proud to master key targets such as learning their tables.
- In some lessons, particularly at the partner schools, Rodillian Academy and Windmill, pupils show a keenness for learning which leads to faster progress. This is because teachers plan activities that systematically build on what pupils already know and can do.
- Teachers' structured questioning helps pupils to organise their thoughts and recall key points from their learning. Reading aloud and discussing the stories they have read together are strong features of many lessons.
- Teachers' specialist knowledge is good, and lessons, for example in vocational subjects, and in dance and physical education, have a secure focus on safety and ensure that pupils follow clear and precise instructions.
- Support staff quickly establish positive relationships with pupils. In most instances staff know what is expected of the pupils in their social development and how best to support them.

Personal development, behaviour and welfare

requires improvement

- The school's work to promote pupils' personal development and welfare is good. All staff are committed to ensuring pupils develop social skills so they can enjoy fulfilled lives now and as they move on to the next stage of their education. The youngest pupils are encouraged to 'pick up their coats' rather than always being helped by staff.
- Teachers are precise and clear when teaching about how to keep safe in school and the community in a range of different lessons. This clarity allows pupils to make noticeable progress in their personal skills; for example, older pupils either learn to travel independently using public transport or how to travel safely with the minimum amount of support possible. Pupils can talk about how to keep themselves safe on social networks, although a few were not aware of the same caution applying to online games.
- Teachers do not shy away from sensitive subjects linked to life as a young adult. This means the older pupils in the 16 to 19 study programme are well prepared for a full but safe life.
- Pupils talked about bullying and teasing but said staff helped them and 'got it sorted'. Pupils were also very clear that they would not tolerate pupils being picked on and expressed strong opinions about respect and fairness.
- Older pupils attend Leeds College one day a week for a range of vocational courses and options. School staff always support the pupils at the college to ensure they get the support they need. Pupils spoke enthusiastically about these courses and how they helped them get ready for leaving school and going to college full-time.

Behaviour

- The behaviour of pupils requires improvement. When teachers plan lessons that do not build on what the pupils know and can do, some pupils lose interest. They are either very passive or fill their time by fiddling or distracting each other. Either way their progress slows.
- The quality of support for pupils who challenge as a result of their disabilities varies. The plans to help

staff provide the right support do not establish the reason why pupils sometimes behave in the way that they do. This means some of the help they receive is not effective. Staff do not help pupils review, in a meaningful way, what happens when they get upset. This means pupils do not have the chance to choose to react in a different way the next time.

- Some staff do not effectively or consistently support pupils when they behave in a way that is challenging. This means that, in some lessons, progress is interrupted and slowed for both the challenging pupil and others. Pupils described how sometimes they have to wait while staff are dealing with pupils who are agitated. They are, however, very confident that staff will help them and keep them safe.
- In some lessons, particularly at the partner schools, Rodillian and Windmill, pupils show a keenness for learning as a result of well-managed behaviour strategies and effective teaching that challenges pupils. Consequently, pupils are neither bored nor confused.
- Parents who spoke to the inspectors were very positive about improvements in their children's behaviour. This is especially the case when pupils move from mainstream schools to the specialist provision.
- Attendance is low, even when the pupils' disabilities and special educational needs are taken into account. Staff who support pupils' welfare and attendance by working together with other agencies understand the very wide range of reasons pupils are absent. They have improved some pupils' attendance. Recent training in managing attendance has given staff more confidence about how they can support improvements in this key area.

Outcomes for pupils

require improvement

- After the previous inspection, pupils' progress slowed but has since started to improve. From their varying starting points, most pupils across the school make expected progress in reading, writing and mathematics. Few make good progress, except in their personal and social development, which continues to remain strong across all key stages.
- Discrepancies between the various methods used across the school to assess pupils' progress have resulted in inaccurate and unreliable assessment information in mathematics, science and computing.
- Pupils with complex needs, including autistic spectrum conditions, are not making the progress the school expects them to and they make significantly less progress than their peers. Over-generous assessments in the past, current inconsistency in teaching, and assessments that are not finely tuned to recognise small steps in their progress, hinder current attempts to tackle this issue. These pupils are not prepared well enough for their next steps in learning.
- Pupils who are making slow progress are identified by teachers. Focused individual support and small-group work helps them to catch up in developing their communication skills, reading, writing and mathematics. Gaps in the progress of disadvantaged pupils, who are supported through pupil premium funding, are closing as a result of the focused support they receive.
- The use of mainstream school partners and the opportunities they provide for pupils to learn alongside their peers are beneficial, especially for secondary-aged pupils. These more-able pupils are making rapid progress in handwriting and some have produced an impressive range and quantity of work since the start of term.
- Some pupils find writing boring. Changes to themes and books, such as the introduction of Shakespeare, performance poetry, and access to resources to better support pupils who find writing physically difficult, are part of a strategic plan since the start of term to raise achievement. Pupils' attitudes to writing are changing but the impact has yet to be fully realised.
- Similar changes to strengthen achievement in mathematics and science are taking place. Pupils are enjoying learning how to carry out experiments and showed inspectors they are more confident with methods of calculation.
- Across the school, improvements in pupils' progress in communication and reading have been sustained. Pupils enjoy reading and show respect by listening intently when their classmates read aloud.
- Good provision and new resources for physical education are used well in lessons to enable pupils to develop physical skills and cooperate in games. Effective work is taking place to build pupils' confidence and social development, including when they attend lessons in the partner schools. Consequently, most pupils are prepared well to make choices for their next steps when leaving school.

Early years provision

requires improvement

- Assessment has until very recently been inaccurate and imprecise and children's progress and development have not been built upon consistently.
- Since the start of term the school has adopted a new system which enables finer points to assess small steps in children's progress. Regular assessments are leading to new targets identified for individual children.
- These recent introductions have yet to be fully established and sustained, although the emerging rigour to assessment is welcomed. Examples of gains in learning are evident in children's records since the start of term.
- Leadership is improving. Since the previous inspection, improvements to resources and access enable children with impaired mobility to continue learning both outdoors and inside.
- Children are interested and engaged by activities that are better matched to their age and stage of development. They smile as stories are read, hold eye contact and reach out to move a toy. They concentrate, are focused and move confidently.
- Parents are pleased with their children's progress, the information they receive and the smooth transition to school. Parents' views of their children's learning and development are not systematically included when staff make an initial assessment as children join the school.
- Staff know children's targets and what their next steps are: for example, assisting them to sit up and stand with support to work in the soft play areas, or to make choices about toys.
- Children's care and welfare needs are met effectively. Complete involvement of nursing staff ensures that children with complex medical needs quickly receive the support they need. As a result, very little learning time is wasted and children are able to engage fully in their work.
- Safeguarding is effective: children are secure and learn in a safe environment.

16 to 19 study programmes

require improvement

- The sixth form requires improvement because there is too much variability in the progress pupils make and the outcomes they achieve in writing and mathematics. This is because teaching is not adapted well enough to ensure that pupils with complex needs and autistic spectrum conditions are given sufficiently demanding work to do. Some pupils repeat work and are given tasks they had already mastered when they were younger.
- The leadership and management of the sixth form require improvement. Leaders do not keep a close check on pupils' progress at each assessment. As a result, they do not have enough impact on continuously improving teaching and outcomes for all pupils.
- Study programmes are personalised to individual pupils' needs and interests and retain a focus on developing English and mathematics skills, independence and personal development. Some higher-attaining pupils who could progress to higher levels in English and mathematics currently do not have the opportunity to gain these qualifications.
- Pupils enjoy their courses and take pride in being in the sixth form.
- Links with Rodillian Academy are opening up opportunities for pupils to experience a range of vocational activities. This helps to keep them interested and motivated in learning and prepares them well for their next steps.
- Daily teaching of basic skills in English, mathematics and personal, social, health and citizenship education is resourced with a wide range of programmes and books to support pupils' reading.
- Careers advice and guidance is in place and, given the complexity of pupils' needs, sensibly draws upon a multi-agency approach and pupils' views and ambitions.
- College placements and work experience are highly relevant and prepare pupils effectively so that they confidently take their next steps in education and training. Independent travel contributes well to this preparation.
- Retention rates are good from Year 12 to Year 13. Pupils stay in the sixth form for the full three years and all move on to education and training.

School details

Unique reference number	108123
Local authority	Leeds
Inspection number	10003741

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	All-through
School category	Community special
Age range of pupils	2–19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	189
Of which, number on roll in 16 to 19 study programmes	35
Appropriate authority	The governing body
Chair	Liz White
Principal	John Fryer
Telephone number	0113 277 1603
Website	www.broomfieldschool.org.uk
Email address	broomfield@broomfieldschool.org.uk
Date of previous inspection	16 October 2012

Information about this school

- Pupils educated at the school have a wide range of special educational needs including moderate, severe and specific learning difficulties and autistic spectrum conditions. A small number of pupils have profound and multiple learning difficulties.
- All pupils have statements of educational need or an education, health and care plan.
- Pupils are mostly from White British backgrounds, although the proportion from minority ethnic heritage is above average.
- The proportion of pupils eligible for pupil premium funding is high and over twice the national average. The pupil premium is additional funding for those pupils known to be eligible for free school meals or looked after by the local authority.
- Pupils are admitted to the school at any age and sometimes join during the academic year.
- The school operates partnerships with two nearby mainstream schools, Windmill Primary School and Rodillian Academy, and some pupils are educated on these sites in addition to the main Broomfield School site.
- The school has extended and refurbished facilities and the number of pupils on the school roll has increased since the previous inspection.

Information about this inspection

- Inspectors observed teaching and learning in 21 lessons taught on the school's main site and in classrooms at the partner schools' sites. Some lessons, including to pupils attending off-site provision at Windmill Primary and Rodillian Academy, were observed jointly with senior leaders. During the classroom visits, inspectors looked at pupils' work. They checked the accuracy of assessments, particularly in the early years and sixth form provision.
- Inspectors met with pupils, informally at break and lunchtime and in formal meetings. Meetings were held with staff responsible for all areas of the school's work. Inspectors examined the school's documentary evidence including self-evaluation, development plans, safeguarding arrangements and external reports.
- Inspectors met with governors, including the Chair of the Governing Body. A telephone discussion and a meeting were held with representatives of the local authority.
- Inspectors took account of the comments from six parents recorded on Parent View, spoke directly with 10 parents and considered the school's own surveys of parents' views.

Inspection team

Gina White, Lead Inspector	Her Majesty's Inspector
Susan Hayter	Her Majesty's Inspector
Joanna Sharpe	Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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