



Broomfield Specialist Inclusive Learning Centre

Inspection Report

Unique Reference Number 108123
Local Authority Leeds
Inspection number 288027
Inspection dates 22–23 January 2007
Reporting inspector Kath Halifax

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

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| Type of school | Special | School address | Broom Place |
| School category | Community special | | Leeds |
| Age range of pupils | 2–19 | | West Yorkshire LS10 3JP |
| Gender of pupils | Mixed | Telephone number | 0113 2771603 |
| Number on roll (school) | 145 | Fax number | 0113 2771622 |
| Number on roll (6th form) | 17 | Chair | Mr David Langham |
| Appropriate authority | The governing body | Principal | Mrs Sue Steward |
| Date of previous school inspection | Not previously inspected | | |

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The Specialist Inclusive Learning Centre (SILC) opened in January 2005. It provides for a wide range of learning needs, so attainment on entry is well below age-related expectations. Most pupils are educated on the Broomfield site. Over one third are included for all of their education in mainstream schools. Children in the Foundation Stage are educated in early years centres that form part of the SILC. In addition, the SILC provides full-time education for four pupils on the roll of the local high school, and staff working with the Education Leeds STARS team give support for pupils with autism in a further 22 mainstream schools. Around one in six pupils are from an minority ethnic group and about half of these are in the early stages of learning English. A small number of pupils are looked-after children. A new headteacher has recently been appointed.

Key for inspection grades

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|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

Good teaching, a good curriculum and good care, support and guidance are the key factors that make this a good school. Achievement is good. Pupils of all capabilities in Years 1 to 11 make good progress during their time in the SILC. Learning and achievement are good at the Broomfield site for pupils in these years. Though in small steps, they make good advancement, particularly towards the targets in their individual education plans (IEPs). Pupils are known well and the school has a clear picture of the annual progress individuals make. The meticulous recording found of the day-to-day knowledge and skills pupils are acquiring needs to be made consistent across the school.

The sixth form is satisfactory. Students in this age group make good gains in their personal development and, of the eight leavers in 2006, five chose to leave early taking the big step of successfully embarking on vocational college courses. But students' academic progress is uneven because the quality of teaching is too variable. Nevertheless, the SILC as a whole provides good value for money, especially in the progress made by pupils based in partner schools, for pupils with autism and through the support given to mainstream schools to help those with autism stay in their neighbourhood school.

The SILC is extremely successful in meeting its aim to maximise opportunities for pupils to work in mainstream schools. Outstanding links with partner schools have resulted in outstanding provision for young children in the Foundation Stage in a number of early years centres. Similarly, a considerable number of primary age pupils make very good gains in their personal development and learning because of the very effective links with local primary schools. Through an excellent link with a local high school, pupils in Years 10 to 11 make tremendous progress and gain a wide range of nationally recognised awards. In addition, they grow in confidence, self-belief and maturity.

Daily routines and good provision for pupils' spiritual, moral, social and cultural development lead to good progress in pupils' personal development. Attendance is good. Pupils enjoy their lessons, are usually well behaved and are tolerant of the differences in others. Through work towards the Healthy Schools standard and through relationships education, they have an understanding of how to keep safe and healthy. Parents, pupils and other professionals are full of praise for the SILC. Parents appreciate workshops on topics such as managing behaviour, communication and play, which help them contribute to their children's learning. They are overwhelming in their support for the links with mainstream schools, giving comments such as 'I was preparing to spend the rest of my life looking after my child. I can now envisage him leaving school, getting a job and living as any other person would.' Links with health professionals, particularly effective speech and language therapists, make a considerable contribution to pupils' achievement and well-being.

Leadership and management are good. The newly appointed headteacher is already having a positive impact. She has quickly gained the respect of staff and has provided support and continuity for the initiatives already in place. Staff are inspired by her

vision and commitment. Very good support by a hard-working, able deputy headteacher ensures smooth day-to-day running while the principal is working in partner schools. Highly skilled senior teachers fulfil their roles as syndicate heads conscientiously and contribute greatly to the smooth running of the school. Leaders are generally accurate in their view of the SILC. They know what they do well and what needs improvement, though they were generous in their assessment of the effectiveness of the sixth form. Staff and governors are excited by the developments of the past two years and all have the capacity and enthusiasm to ensure that the provision continues to improve at a good rate.

Effectiveness and efficiency of the sixth form

Grade: 3

Provision in the sixth form is, overall, satisfactory. However, there is considerable difference in the quality of teaching and learning in each class. Where teaching is good, students of all capabilities are catered for and helped to progress. High expectations enable students to, for example, set their own challenging targets. Where teaching is less effective, planning is basic and tasks are not as well matched to students' capabilities. This means some with profound needs are confused, while inappropriate activities mean that some higher-attaining students are not stretched.

The curriculum is satisfactory. A good focus on numeracy and literacy gives students valuable skills. Despite having to use a church hall because the school has no food technology room, students have a good grasp of basic cookery, producing nutritious meals. Higher-attaining students work towards nationally recognised awards, but these are not available to all students. The focus on enabling students to travel independently using public transport, the programme for work-related learning and college courses all prepare students well for life after school.

What the school should do to improve further

- Ensure that the provision in the sixth form enables students of all capabilities to make good progress and achieve nationally recognised awards.
- Ensure that information about the day-to-day knowledge and skills pupils acquire is kept consistently to help meet the needs of all pupils.

Achievement and standards

Grade: 2

Grade for sixth form: 3

Pupils achieve well in relation to their prior learning even though they reach standards that are well below average for their age. Foundation Stage children in the different settings make particularly good progress in their personal and communication development. This continues into Key Stage 1 and 2, preparing them well for the next stage of learning. Older pupils in Key Stages 3 and 4 in the partner schools benefit considerably from access to specialist rooms and teaching. This year, for the first time, this has enabled a small number of pupils to follow courses leading to GCSE

qualifications. In addition others gain qualifications such as a certificate of personal effectiveness, National Vocational Qualification (NVQ) in Horticulture, and a Young Apprenticeship course in business administration. Pupils with autism on the Broomfield site and at partner schools make good strides in their ability to follow instructions, concentrate and understand the impact of their behaviour on others. This is because staff are knowledgeable and provide a calm environment. The use of a range of aids such as symbols, signs and a picture exchange system enables them to make considerable progress, especially in communication and information and communication technology.

Personal development and well-being

Grade: 2

Grade for sixth form: 2

Pupils' good personal development is clearly demonstrated in the concern they show for others. They are proud of their community and endeavour to improve it. Suggestions taken to school council meetings are carefully considered and used to improve the provision, for example by providing swimming for pupils in Year 11. Primary age pupils settle quickly, show curiosity and grow in confidence. All enjoy school and are well behaved. They are proud of their achievements, show respect for those who are different and are tolerant of the idiosyncratic ways of those with complex needs. Pupils are encouraged to be healthy. They chuckled as they recalled 'power walking' when making their way to the church hall for cookery. Pupils are aware of their role in the wider community, making contributions to a number of charities.

Quality of provision

Teaching and learning

Grade: 2

Grade for sixth form: 3

Good quality teaching and learning enables pupils with a very wide range of needs to make good progress. Pupils' IEPs are reviewed regularly and teaching is adapted effectively to take account of individual needs. Support staff are integral to the success of lessons, providing well tailored guidance and, intervening swiftly to avoid or alleviate disruption. Consistent routines and expectations, along with a good pace and varied activities, mean that pupils generally settle well. Pupils try hard to follow teachers' clear guidance, are prepared to ask questions when they do not understand and are proud of their achievements. In many lessons, staff use signs, symbols and other visual clues well to help pupils' understanding. They are quick to pick up on individuals' responses, making effective use of praise and further questioning to encourage more communication. They use brief bursts of intensive one-to-one teaching successfully with individuals with autism and complex needs to help their personal development and confirm new learning. Good use is often made of day-to-day assessment of pupils's

progress and used effectively to plan further work. However, the practice of recording the detail of the small steps in learning pupils are making needs to be more consistent across the school.

Curriculum and other activities

Grade: 2

Grade for sixth form: 3

The curriculum is well adapted to cater for pupils' individual needs, with particular emphasis on the development of personal skills that form the key to other areas of learning. It includes all required areas, although pupils do not all have access to two hours of physical activity each week. The leadership team has, however, advanced plans to secure this. Partnership with a variety of other establishments successfully allows many pupils to access all areas of learning in mainstream schools. Educational visits, including residential experiences for older pupils, bring learning to life so that, for instance, even six months later some remembered the ride on the North Yorkshire Moors steam train with great delight. Additional activities, such as involvement in the Junkanoo Bahamian Festival, develop pupils' skills and enjoyment in a range of creative areas as well as their appreciation of other cultures.

Care, guidance and support

Grade: 2

Grade for sixth form: 2

The good care and support given by adults contributes well to pupils' well-being. This is especially so for pupils who need special seating and those who have personal care needs. Dedicated staff ensure pupils are correctly positioned and receptive to learning. The protection of pupils is given high priority, including detailed procedures for the safety and well-being of pupils based in partner schools. The assessment of potential risks is conscientiously undertaken prior to trips out of school. This is now also assessed for subjects such as physical education, and for individual pupils. The support given to pupils who are looked after is good. Similarly, the care and guidance for pupils who do not speak English as their main language enable them to be fully included in all activities.

Leadership and management

Grade: 2

Grade for sixth form: 3

The headteacher has made staff look carefully at their practice. Staff are enthusiastic about how things are progressing and say they feel re-energised by their increased responsibilities. Those who are long-serving report new vigour in tackling, for example, how pupils' progress is tracked. This aspect of management is receiving close attention and intense work has resulted in a comprehensive analysis of data. Leaders recognise

that there is still a way to go to ensure the resulting information is always used well. The headteacher has not been afraid to tackle difficult staffing issues. Good support from a skilled governing body has ensured that procedures are followed rigorously. The restructuring of staff is already paying dividends, especially the work of highly qualified support assistants in monitoring attendance and in covering for teacher absence. Recognising the complexity of the working arrangements and the problems posed by staff working on a number of sites, a detailed schedule of meetings has been produced to ensure that all are informed and all feel valued members of the SILC.

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Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
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Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 | 3 |
| How well does the school work in partnership with others to promote learners' well-being? | 1 | 2 |
| The quality and standards in the Foundation Stage | 2 | NA |
| The effectiveness of the school's self-evaluation | 2 | 3 |
| The capacity to make any necessary improvements | 2 | 2 |
| Effective steps have been taken to promote improvement since the last inspection | NA | NA |

Achievement and standards

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| How well do learners achieve? | 2 | 3 |
| The standards ¹ reached by learners | 4 | 4 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | 3 |
| How well learners with learning difficulties and disabilities make progress | 2 | |

Personal development and well-being

| | | |
|---|---|---|
| How good is the overall personal development and well-being of the learners? | 2 | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 | |
| The behaviour of learners | 2 | |
| The attendance of learners | 2 | |
| How well learners enjoy their education | 2 | |
| The extent to which learners adopt safe practices | 2 | |
| The extent to which learners adopt healthy lifestyles | 2 | |
| The extent to which learners make a positive contribution to the community | 2 | |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | |

The quality of provision

| | | |
|---|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 | 3 |
| How well are learners cared for, guided and supported? | 2 | 2 |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
|--|-----|-----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 | 3 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 | |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 2 | |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 | |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 | |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 | |
| Do procedures for safeguarding learners meet current government requirements? | Yes | Yes |
| Does this school require special measures? | No | |
| Does this school require a notice to improve? | No | |

Text from letter to pupils explaining the findings of the inspection

Mrs Drake and I enjoyed visiting your school. Thank you for taking time to talk to us and for sharing lunch with us.

Broomfield gives you a good education and some things are especially pleasing. These are the main ones.

- You are polite, well behaved and work hard.
- You make good progress because your teachers plan work that is interesting.
- The links Broomfield has with other schools are outstanding.
- Those of you with autism make particularly good progress because adults know the best ways to help you learn.
- Adults are careful to make sure you are safe, well cared for and given good advice.

Here are the things we have asked to be done to make the school even better.

- Make sure those of you in the sixth form have better provision, including the opportunity to gain qualifications.
- Teachers already know how much progress you have made by the end of the year. Now we would like them to record the achievements you make along the way.

We enjoyed our time with you and wish you well for the future.