

# Broomfield South Silc

## Inspection report

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<b>Unique Reference Number</b>	108123
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	337027
<b>Inspection dates</b>	18–19 May 2010
<b>Reporting inspector</b>	Alastair Younger

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

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	2–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	154
Of which, number on roll in the sixth form	45
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Tony Grayson
<b>Headteacher</b>	Mrs Pam Barrett/Mrs Katie Cass
<b>Date of previous school inspection</b>	22 January 2007
<b>School address</b>	Broom Place Leeds West Yorkshire LS10 3JP
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## Introduction

This inspection was carried out by three additional inspectors. Thirteen full lessons were observed and small parts of others to ensure that nearly all available teachers were seen. Discussions were held with a group of parents and carers attending a coffee morning during the inspection and with groups of students. Meetings were held with the Chair of Governors and many staff, including all senior leaders and managers. Inspectors observed the school's work and looked at important documentation, including that relating to the safeguarding of students, the school's improvement and teachers' planning. Fifty-seven questionnaires from parents and carers were analysed along with many from staff and students.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well students, especially the highest attaining ones, make progress
- how well teaching is being adapted to meet the changing needs of students
- how well care, guidance, support and safeguarding are promoted across multiple settings
- how well change and improvement are being managed by senior leaders and managers.

## Information about the school

The school admits students with a very wide range of special educational needs and/or disabilities. The main groups of students are those with moderate to severe learning difficulties, those with a diagnosis within the autistic spectrum and those with complex and multiple learning difficulties. Many students have communication difficulties. Each student has a statement of special educational needs. There are almost three times as many boys as girls on roll, a ratio not uncommon in schools such as this. The large majority of students are White British. Eighteen students are looked after children.

Within the name of the school is the term 'SILC'; this stands for 'specialist inclusive learning centre'. Broomfield South SILC is one of several in the local authority, defined by the fact that it works in close partnership with different mainstream settings to allow students with special educational needs and/or disabilities to be educated in mainstream schools. In this instance, enhanced staffing and resourcing are provided by Broomfield. In all, students have access to five different sites. There are resourced bases on two of these.

The previous Principal and Deputy Principal both retired in summer 2009. The school was unable to appoint suitable replacements for either. With the agreement of the local authority, a partnership was forged with another SILC that had been judged outstanding by Ofsted. As a result, two assistant headteachers from that school were seconded to assume a shared Principal role at Broomfield under the auspices of an Executive Principal for the two schools. A new Principal was appointed in April 2010 and is due to take up post in September 2010.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. In some respects it is outstandingly effective. Following a period of decline the school is now on a firm footing and ripe for further development and improvement. Sustainable management systems and extensive support contingencies have been developed in readiness for handover to the incoming Principal. Over the current school year the temporary Principals have done an outstanding job in raising morale, improving provision and raising standards. Through thorough and accurate self-evaluation they have painted an accurate picture of the school's strengths and weaknesses and made good progress in building on the former and addressing the latter. Good progress has been made in addressing weaknesses in the sixth form identified by the previous inspection. With a growing core of good teaching and expert support for those still underperforming, the school is well placed to pursue further, sustainable improvement.

Outstandingly effective links with other schools have been consolidated. These allow many students with autistic spectrum conditions (ASC) to access full-time education in mainstream schools while receiving specialist teaching and pastoral support from Broomfield staff.

This is a safe and happy school. With good reason, there are no students who say they do not feel safe. Parents and carers also believe that students are safe. Arrangements for safeguarding students are outstanding, as is their care, guidance and support. Students are cheerful, enthusiastic learners who behave well, show great sensitivity to the needs of others and achieve well.

Teaching is good, though the planning of lessons is sometimes convoluted and concentrates more on what will be taught and how, rather than what it is expected that students will learn as a result. The curriculum is good. It is well adapted to students' needs but some parts of the school day are not used to maximum effect.

## What does the school need to do to improve further?

- Accelerate improvements in teaching and learning by:
- – ensuring that teachers make clear exactly what they hope students will learn in each lesson
- – ensuring that they vary work appropriately for students of different ability
- – ensuring that they check what has been learned in each lesson and remembered from previous lessons
- – ensuring that the value of all activities promoted during the school day contributes equally to the learning and personal development of students.

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## Outcomes for individuals and groups of pupils

2

Students make good progress from their starting points. They present as inquisitive, enthusiastic learners who gain great enjoyment from participating wholeheartedly in activities. Those with the greatest degree of special educational need and/or disability show considerable determination to contribute to lessons using their full repertoire of communication skills, which include gesturing, pointing and signing. The more articulate students are eager to voice their opinions. They contribute sensibly and thoughtfully to discussions and are sensitive and patient when waiting for the contributions of less-able students. This demonstrates a good degree of social awareness.

Attainment is low. This hides a very complex scenario. While a few students leave school having gained A-level qualifications, many others are unable to progress beyond the early stages of learning and development. There are instances when students with particular talents in one area of learning attain particularly well in that aspect while attaining an elementary level in others. What is important is that students leave school with qualifications and accreditations that reflect the good progress they have made. Parents and carers are unanimous in feeling that their children are making good progress and students are proud of their achievements. Records show that a large majority of students meet their challenging targets. No distinct group of students can be seen to be making better, or worse, progress than any other.

The most significant area in which students make progress is in improving their communication skills. This is particularly effective with the large proportion of students with ASC and because many staff are highly skilled in promoting communication by any means possible. The very good progress students make in this area plays a highly significant part in ensuring that they are learning skills that will contribute strongly to their future well-being. By developing these skills, students are increasingly able to express choice, develop socially and convey any feelings of discomfort or disquiet. This overwhelmingly compensates for low attendance as a factor having an impact on future prospects. Most absence is fully justified, often for medical or family reasons, but there are also rare instances of students attending very sporadically for lesser reasons. Behaviour is good. When it is not, it is nearly always predictably so, following patterns that have been previously assessed and recognised in students' statements of special educational needs. Any misbehaviour tends to be as a result of their diagnosis and nearly all students know the difference between wrong and right.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

There is a solid core of good teaching. Outstanding teaching is on the rise. Weaker teachers are responding to good support to help them improve their practice. No inadequate teaching was seen during the inspection.

At its best, teaching is characterised by excellent planning, with clear definition of what is expected that students will learn, the organisation of resources to help them to do so and the ability to engage and enthuse students' involvement in learning. This was clearly evident in a music and movement lesson for young students. Other aspects of outstanding teaching were evident in a lesson for highly dependent students where the teacher was particularly skilled in promoting communication by whatever means available, making excellent use of expression, gesture and signing to involve all students fully in their experience of learning. In both lessons it was clear that teachers were enjoying teaching just as much as students were enjoying learning.

Weaker teaching is often the result of imprecise planning. There are times when planning focuses overly on what will be taught rather than what will be learned. In nearly all lessons excellent attention is paid to the physical and pastoral needs of individuals but in weaker ones not enough attention is paid to their academic potential. This results in lessons where all students are set the same task irrespective of their ability and the balance between new learning and reinforcement is lost. In a very small minority of lessons teachers lose the balance between achieving and enjoying. The lessons are fun and students are happy but, not much learning is going on.

A particularly good aspect of teaching is the willingness of all teachers to accept and respond to help and criticism in order to improve their practice.

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The curriculum meets all requirements and is carefully tailored to meet the huge variety of needs and abilities within the school population. Excellent partnerships with mainstream schools ensure that those students who are able to, can access specialist teaching and provision that is unavailable on the Broomfield site. Many wonderful experiences are given to students on trips and through the visits of interesting and informative characters. Personal, social and health education pervades the whole curriculum, entirely appropriately given the extreme vulnerability of nearly all students. In most instances this is very well balanced with other important parts of the curriculum but there are times, such as at the end of some lessons, when learning is curtailed early to allow students snacks and drinks immediately before they go out to play. In most schools snacks and drinks constitute a part of playtime rather than lesson time. In addition to this, lunchtimes are designated as taught time, with the emphasis on the promotion of personal, social and health education. For some of the most dependent students this is entirely appropriate, but for many others it is hard to see the benefit. The beauty of the care, guidance and support the school provides to students is the way in which it transcends boundaries and extends to parents, carers and partner institutions. It is the recognition of the fact that the school is not solely responsible for the care, guidance and support of students that makes this aspect of provision outstanding. Precisely targeted support is aimed at those students who most need it. This can be in the form of therapy or physical or mental health. Classroom support staff play a crucial role. Many are highly skilled and their work is often crucial in supporting the learning and well-being of students. The school is well aware that a few students experience great difficulty in attending. Where this is the case it works tirelessly with those students and their families to encourage more regular contact and to ensure that, in their absence, the students are exposed to as little risk as possible.

*These are the grades for the quality of provision*

<p><b>The quality of teaching</b></p>	<p><b>2</b></p>
<p>Taking into account: The use of assessment to support learning</p>	<p>2</p>
<p><b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b></p>	<p><b>2</b></p>
<p><b>The effectiveness of care, guidance and support</b></p>	<p><b>1</b></p>

**How effective are leadership and management?**

Following a period of sustained decline in the school's fortunes and the inability to appoint a new Principal, a highly skilled team of leaders and managers from an outstandingly successful partner institution were recruited to help turn the school around. They have been outstandingly effective in raising morale and instilling pride and ambition within the workforce. The governing body has been transformed from having a very passive involvement to a position in which it is increasingly involved and influential

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in the drive for improvement. There has never been any illusion that the current Principals are anything but temporary. In line with this there has been a considerable drive to develop sustainable systems for the incoming Principal to inherit.

The current effectiveness of leadership and management is outstanding but this has to be balanced with the fact that it is temporary, being sandwiched between an inauspicious past and an unpredictable future.

Significant inroads have been taken into improving teaching. These have included well targeted support for individuals and a well considered programme of continuing professional development for all staff.

The school determinedly seeks to ensure that all students enjoy equal opportunities. In the main it succeeds. There are no signs of prejudice and there is no evidence of any group of students achieving significantly differently from any other. There is some loss of equality of opportunity in the fact that some teachers do not pay enough attention to the differing abilities of students, with the result that there is too little expectation for the achievement of a few higher attaining students and too much expectation for a few lower attaining students.

Safeguarding procedures are outstanding. The school has excellent systems to coordinate and communicate safeguarding procedures across all of the settings it uses. Extensive training has been provided for staff. Lines of responsibility and accountability are crystal clear and all procedures are fully embedded in an excellent array of policy documents.

Excellent partnership arrangements form an integral part of the school's promotion of community cohesion. Through these partnerships the school succeeds in demystifying the perception of the public about people who look or act differently from their expectations. The school exists as a successful hub for a multitude of professionals, agencies and organisations that raise awareness about different sections of society. The school itself presents as a totally cohesive community, with no recent evidence of racism, intolerance, intimidation or bullying.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>



<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress from starting points that are frequently low. This is because teaching is good. Most of the children have severe medical conditions and/or ASC. The four children currently on roll are taught on three different sites including a mainstream school and a nursery. Physical development is promoted through a range of good activities including rebound therapy (trampolining). Children often learn through play and adventure and participate enthusiastically in activities such as weekly drumming sessions. Clear signs of progress are evident in the way children develop their communication skills, allowing them to express choice and interact socially. Parents and carers are encouraged to play a full part in their children's learning and development. Children undergo rigorous assessment on arrival and progress is regularly reviewed, taking into account perceptive and observant anecdotal evidence of small improvements. Good records are kept. They include annotated photographic evidence. Good multi-agency working contributes significantly to the welfare and learning of children. Relationships are very good and children's behaviour is managed very well. Leadership and management of the Early Years Foundation Stage is good. Staff take great care to monitor the scattered provision to ensure that it is of a uniformly effective standard and that the same excellent safeguarding controls are observed on all sites.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Sixth form

The sixth form is good. Significant improvements have been made since the last inspection, including the extended availability of nationally accredited courses. Last year, 10 out of the 11 leavers achieved nationally recognised accreditation before moving on to further education. The range of courses available to students fully reflects the very wide span of ability. It is not uncommon for the highest attaining students to gain a good degree of success in GCSE examinations including, occasionally, A levels. At the

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other end of the ability scale students gain recognition for achievement at a level indicative of the early levels of the National Curriculum, sometimes lower. Teaching is good and is being improved through well targeted support. The curriculum encourages independence in learning and maturity in thought and actions. Students are provided with a good and growing range of work-related learning experiences and care is taken to treat them as young adults rather than as schoolchildren. Leaders and managers are fully aware of the sixth form's strengths and weaknesses. Links with parents and carers are good and close multi-agency working contributes well to students being well prepared for moving on to college and into adult life. Safeguarding procedures are of the same outstanding quality as in the rest of the school.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

**Views of parents and carers**

With very minor exceptions, parents and carers are hugely supportive of the school. They are strongly of the view that it is helping their children to make good progress. They express total confidence in the way the school looks after and cares for their children. Any criticism tends to be over single issues specific to individual parents and carers. Many parents and carers wrote glowing testimonials for the school, frequently expressing huge gratitude for the way it is helping their children and also themselves; many commented on the friendliness and helpfulness of staff. Inspectors endorse the majority views of parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Broomfield South Silc to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 154 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	74	15	26	0	0	0	0
The school keeps my child safe	44	77	11	19	0	0	0	0
The school informs me about my child's progress	41	72	16	28	0	0	0	0
My child is making enough progress at this school	36	63	21	37	0	0	0	0
The teaching is good at this school	40	70	17	30	0	0	0	0
The school helps me to support my child's learning	32	56	24	42	0	0	0	0
The school helps my child to have a healthy lifestyle	31	54	23	40	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	60	21	37	0	0	0	0
The school meets my child's particular needs	37	65	19	33	0	0	0	0
The school deals effectively with unacceptable behaviour	35	61	19	33	1	2	0	0
The school takes account of my suggestions and concerns	33	58	21	37	1	2	0	0
The school is led and managed effectively	35	61	20	35	1	2	0	0
Overall, I am happy with my child's experience at this school	39	68	18	32	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



20 May 2010

Dear Students

Inspection of Broomfield South SILC, Leeds, LS10 3JP

Thank you for making us so welcome when we visited your school the other day. Many of you were kind enough to talk to us to help us with our inspection. It was good to see how proud you are of your school and how happy you are to attend.

We think that Broomfield is a good school. It is a happy and safe place. You are learning well and making good progress because most of the time you are being well taught. You are contributing very well to the process by trying hard and behaving well in lessons.

Nearly everything about the school is good but we know how much staff and governors want it to be even better. To help them we have made two suggestions. The first is for some teachers to get better at explaining what they want you to learn and to make sure that you are given things you are able to do. The second is to make sure that as little time as possible is wasted throughout the school day. For example, if you have a snack perhaps you could eat it at break times.

We hope that the school keeps up its drive for improvement and are sure that you want to play your part. Best wishes for the future.

Yours sincerely

Mr Alastair Younger

Lead inspector

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