

Broomhill Bank School Profile



Broomhill Bank School

Broomhill Road
Tunbridge Wells, Kent, TN3 0TB
Telephone: 01892 510440
<http://www.broomhillbank.org.uk/>

Children's Service Authority:	Kent
Age range:	11-19
Number of pupils:	80
Head teacher:	Ms E Leitch
Chair of governors:	Mr M Holder

What have been our successes this year?

- Outstanding care OfSTED & half termly Standard 33 reports.
- Maintained Healthy Schools Status, Gold Food Hygiene, Platinum Travel Plan
- Awarded 2nd Healthy Eating award, Silver CPD Mark, Silver Eco School
- Wide range of offsite visits including residential weeks at Snowdon, Carroty Wood and Bewl Water
- Continued effectiveness, strong community spirit, mutual support, tolerance of differing needs, high quality teaching and care, and excellent inter-personal relationships between staff and students.
- Mainstream After School Project
- Refurbished areas for FED, yrs 7 & 8; new DT Room
- All therapies embedded across curriculum
- Rigorous monitoring & assessment; introduction of termly Pupil Progress Meetings & Assessment weeks
- School Council used as example of v. good practice; took part in newly formed LCSP Young Person's Council.

- Parent involvement in school improvement activities, Theme Days
- Temporarily accommodated local school's FE Department
- Launched dedicated text/email system for pupils to report bullying
- Part of pilot project for Foundation Learning
- Working with ASK, CCCUC and Ifield School developing a creative curriculum for implementation in September 2011

What are we trying to improve?

- Further develop relationships with parents; exploring ways to promote parent voice; improving communication channels between parents/carers and governors
- Reviewing curriculum provision for new cohort of students in relation to age-appropriateness and academic challenge and making necessary improvements
- Implementing the first phase of the Community Cohesion Plan
- Exploring requirements/processes necessary to become a Specialist School for Communication and Interaction
- Effective use of outcomes of assessment and analysis of pupil progress
- Further developing transition procedures from Year 6 to Year 7 and Year 11 to the FED
- Developing the 14-19 Curriculum, including Foundation Learning
- Developing Extended School provision with respect to learning and support for parents and families
- Reviewing the effectiveness of the behaviour policy for the new cohort of pupils
- Introducing a topic based learning curriculum
- Working towards accreditation with Kent Safe School Anti-bullying scheme
- Implementation of Single Equality Scheme
- Achieve Eco School Green Flag status
- Promote the use of ethically and locally sourced food
- Develop a community coffee shop

- Enhance the PE curriculum

How much progress do pupils make?

- Pupils' progress evaluated against the Kent Progress Grid shows that all pupils make good progress in their academic skills. In particular 58 percent of pupils at Key Stage 4 are on track to achieve upper quartile progress in mathematics.
- In 2009/10 Year 11 students completed Entry Level Certificates in English, mathematics, IT and Art. Year 10 pupils completed Entry Level Certificates in Science.
- Pupils make very good progress in their social development & preparedness for independent living.
- Four students sat the GCSE Maths exam
- FED students continue to make excellent progress in independent living skills, including excellent work experience reports from all placements.

How have our results changed over time?

The special needs of learners (predominantly C&I and learning difficulty) mean that levels of attainment are low compared to national averages and the diversity of needs is reflected in the results and variations from year to year. The school is using the APP assessment tool alongside the B Squared assessment procedure in order to build on our existing monitoring of pupils' progress in English, Mathematics, Science and ICT throughout their time at the school. We have introduced assessment weeks three times a year. These are followed by pupil progress meetings in which teachers meet with senior staff to review each pupil's progress, set targets and identify strategies to ensure that all our pupils make good progress.

	2008	2009
GCSE	3	3
Entry levels	54	66
Unit Awards	102	35
Key Skills IT		2
End of KS3		
• At least Level 2 English	91.7%	83%

• At least Level 2 Maths	91.7%	83%
• At least Level 2 Science	67%	92%
• At least Level 2 IT	91.7%	92%
End of KS4		
• Level 3 English	100%	75%
• Level 3 Maths	78%	75%
• At least Level 2 Science	88%	75%
• Level 3 IT	89%	83%

How are we making sure that every child gets teaching to meet their individual needs?

- Rigorous systems of monitoring and assessment are in place for all Students across the age range. External specialists, inspectors & parents provide regular positive feedback to reinforce school's self assessment.
- School meetings: Annual Reviews; Keyworking; Care plans; Staff Sharing; School-based Review; LAC meetings; Multi-agency; parents; pupil progress;
- Monitoring and assessment systems: B Squared; APP; Subject level moderation; Lesson Observations; Annual update /monitoring of IEP's; Setting appropriate targets, Ofsted/Care Ofsted/SIP feedback
- Outcomes from regular assessment for learning opportunities together with the use of APP and B2 are moderated and quality assured by teachers, the Assessment Coordinator and the Head of Teaching and Learning.
- Progress information is provided on all pupils and specifically with regard to vulnerable groups (Gifted and Talented; Looked after Children; those receiving Free School Meals; pupils with English as an additional language; those from minority ethnic groups).

This information is used to inform target setting and lesson planning to ensure these are appropriate and differentiated to the needs of the individual.

What have pupils told us about the school, and what have we done as a result?

- Via the Student Council: Quiet area for 5* students; New adventure playground equipment; wider choice of outings for 5* students; ideas for Theme Day events; membership on Friends committee; suggestions for Friends events, all in process of being addressed.
- Via Suggestion Box in dining room: menus reflecting the cultural diversity of our community - traditional dishes from around the world are linked with theme days.

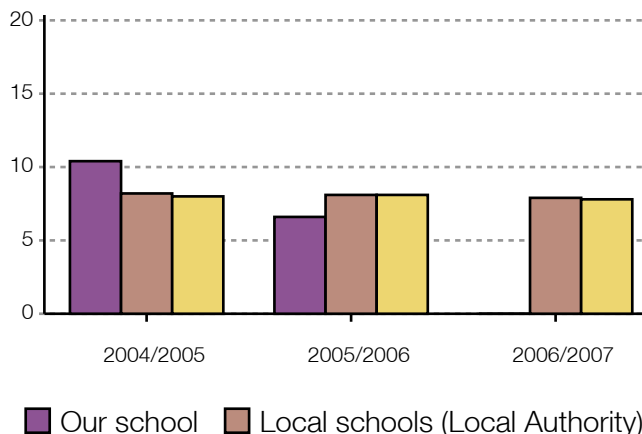
Plus at each student's annual review and planning meeting they are asked for their views about their learning, their comments are incorporated into the target section along with actions for the staff involved.

How do we make sure our pupils are safe and well-supported?

- Small classes with a higher adult to pupil ratio than mainstream
- Keyworking system: every pupil receives direct support of a dedicated adult on a regular basis for reinforcement of successes & problem solving
- Rigorous systems for assessing and reducing risk
- Secure site and school building
- School ethos: pupils are respected & listened to; their safety is protected by an established child protection system
- Appropriately qualified & highly skilled whole staff team
- School considers & if appropriate acts on feedback from external agencies, parents & pupils
- Modification of site to ensure accessibility
- Specialist input including Occupational, Physio and, Speech and Language Therapists (West Kent NHS Trust.); Care Managers; Social Workers; School medical Officer; School nurse; Educational Psychologist; EWO's, Counsellors
- Up-to-date & adhered to policies: Child Protection; Behaviour Management, including Positive Handling; Anti-bullying; Racial Equality; Equal Opportunities; PSHE
- Peer mentoring system being established
- Adapted fire alarm for hearing disabled

Specialist teaching resources: Kar2ouche, Widget, Alpha smart, visual Timetables, Social Stories, other visual support

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

The school has requested that the absence data is updated and is awaiting its input.

What activities and options are available to pupils?

- Broad, balanced and differentiated access to the full National Curriculum, including accreditation in Years 9, 10 and 11 and FED, and adherence to the principles of Every Child Matters.
- Good transition planning to enable informed choice
- Focus on practical/visual teaching of all subjects exploited, particularly via PE, Art, DT, Science.
- Use of local school and community facilities to enrich the activities above.
- Links with the local community, other schools and farther afield fostered and maintained via school trips, inter-school competitions etc
- Varied after school activities for all pupils
- Structured evening activities for residential students
- Emphasis on Independence for all pupils/students with increasingly structured Careers and Independence training and work experience programmes for pupils in Years 9, 10, 11.

Structured academic and Independence training programme for FED, including accredited training, work experience, participation in the local community, sporting/leisure activities, enterprise activities, craft activities, residential trips.

How are we working with parents and the community?

- Home contact books & telephone; Home-school Agreement; Fortnightly newsletter; School questionnaires to parents; Open evenings; celebration days; parent governors, Friends Newsletter
- Formal meetings including: Annual Reviews; multi-agency; specially requested meetings.
- Information available via the school website
- Inclusion-Outreach Project support
- Links with local colleges & business employers to provide social & vocational opportunities for pupils in year 11 upwards.
- Involvement with various organisations & people such as: Members of Sports Partnership, Kent Mountain Centre, School Nurse, Police, visiting drama groups; West Kent Learning Groups
- Invitations to Parents to join in Theme days (Every Child Matters March 10)

What do our pupils do after leaving this school?

- Some pupils will be assessed as ready to leave school and move onto further education at the end of Year 11. These pupils will have developed the skills to cope with the challenges of attending further education day or residential colleges independently or with minimal adult support.
- Some leavers will move straight from school into open or sheltered employment.
- Our excellent Further Education Department provides the ideal environment for those pupils who are not ready to leave the school, to continue their education at Broomhill Bank for up to three years to gain greater levels of maturity and self confidence.
- The number of pupils ready to leave school at the end of Year 11 changes year upon year depending on their needs.
- A number of students will move into eventual employment although some will require care post 19.
- Destination statistics for Yr 11/FED 2008/2009

FED (total 12 leavers) 10 to further education, 2 to supported living

Yr 11 (total 4 leavers) 2 to further education, 1 to employment, 1 unknown

Ofsted's view of our school

This is a good school with many outstanding features that justifies its high reputation as both a day and residential school in the county. Pupils make good progress and achieve well in all aspects of their work because that is what is expected. Although standards are significantly below average, pupils consistently exceed their challenging targets and attain well in examinations at all ages compared with pupils from similar schools. The school assesses pupils' work regularly to check on individual progress, but lacks the systems to provide a long-term view of how well different groups are doing. The leadership and management are good. Weaknesses in the use of assessment have been identified and improvements begun. There is strong and purposeful leadership, not least by the headteacher, which drives the school forwards continually and makes all members of the school feel special. Teachers feel highly valued and work very hard to make their lessons enjoyable and matched to the very wide range of needs. Pupils appreciate the good teaching they receive and are quick to say how much they enjoy lessons. Pupils' personal development and well-being, including their behaviour, is excellent. They always concentrate hard and are justifiably proud of their successes. They speak highly of the excellent curriculum that provides such interesting work for them, including important work on how to keep safe and live healthy lives. Pupils are very well prepared for the future by the many opportunities provided to develop their independence and teach them how to succeed in life after school. They feel safe at school because of the outstanding quality of the care, support and guidance available to them. These strengths of the school, and the impact they have on pupils' all round development, can be summed up in one parent's letter to the inspectors. It reads: 'My girls have blossomed during their time here and their achievements in all areas have surpassed our wildest dreams.'

Date of last inspection: 16-Oct-2006

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Broomhill Bank School](#)

What have we done in response to Ofsted?

BBS received a very positive OfSTED report in 2006 with no key issues for action. Some minor points were identified for improvement & have been completed. The school continues to identify & address areas for further improvement through its School Plan, details of which are included in the section 'What are we trying to improve' above.

The school is awaiting a new Ofsted inspection which is due imminently.

As a school with a boarding provision (although this is being phased out by the Local Authority) the school is also inspected under the Care Ofsted inspection scheme. The last inspection was carried out in July 2009 and rated the provision as 'outstanding' with only 2 minor recommendations which have been fully actioned.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

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