

# Broadlands Hall

Independent school standard inspection report

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Reporting inspector	Peter McKenzie

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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.<sup>1, 2</sup>

## Information about the school

Opened in September 2007, Broadlands Hall is an independent special school that is registered for up to 19 boys between the ages of 11 and 19 years. The students reside in a number of children's homes, one of which is on the school site. There are currently 14 students on roll, 13 of whom have a statement of special educational needs. All are looked after and are referred to Broadlands Hall by one of five local authorities. Most students are on the autistic spectrum with moderate to severe learning needs and associated behavioural, emotional and social difficulties. Before admission most students have attended several schools and been excluded from school on more than one occasion. They have often had significant periods away from formal education that has adversely affected their attainment and progress. The school is housed in a purpose-built education centre and five rooms in the adjacent Hall, situated within extensive grounds. It benefits, both administratively and educationally, from its relationship with a local independent preparatory school. The aim of Broadlands Hall School is to 'provide a stable, caring and structured environment, where all students enjoy their education, benefit from a broad, differentiated curriculum and realise their full potential'. The school was last inspected in 2008.

## Evaluation of the school

Broadlands Hall provides an outstanding quality of education and meets its stated aims. Students make outstanding progress because of the outstanding individualised curriculum, teaching and assessment provided. They make exceptional progress in managing their own behaviour because the school successfully guides them to take the initiative in understanding and restoring, by making restitution, for the impact of their actions. This results from the school's therapeutic approach and the self-knowledge students acquire from the outstanding spiritual, moral social and cultural provision. Procedures for welfare, health and safety, including safeguarding arrangements are outstanding. All of the regulatory requirements for independent schools are met.

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<sup>1</sup> [www.legislation.gov.uk/ukpga/2002/32/contents](http://www.legislation.gov.uk/ukpga/2002/32/contents).

<sup>2</sup> [www.legislation.gov.uk/ukpga/2005/18/contents](http://www.legislation.gov.uk/ukpga/2005/18/contents).

## Quality of education

The quality of the curriculum is outstanding. Curriculum provision is based on the National Curriculum but does not necessarily follow the traditional timescales. Students access the curriculum areas, and levels of difficulty, depending on their prior attainment. Curriculum documentation is very thorough and schemes of work are in place for all areas of learning required by the regulations. In addition, there is an excellent programme of study for personal, social and health education (PSHE) and students learn about national public institutions and services through an effective citizenship programme.

There is a range of accreditation available in school from Entry Level qualifications to GCSE. Through the school's partnerships with other schools and colleges, a wider range of opportunities including BTEC and other vocational qualifications are followed by the students. One student has a work experience placement on a nearby farm with the aim of gaining vocational, non-verbal qualifications from this work. The curriculum partnerships with other schools and colleges open up opportunities for students to develop interests and skills which could lead to a career. Work placements offer experience and the opportunity to develop skills and gain accreditation. Above all, students are enabled to develop independence in travelling, living and taking responsibility for their actions. Whilst two students are progressing well towards GCSE higher grade passes in mathematics, another student is reaching very high standards in art at a local school and a further student will gain qualifications in animal care from a local college.

Students' progress is outstanding. They make exceptional progress in their personal development which equips them to resume an often interrupted educational experience. A large majority of the students are autistic. The school's outstanding curriculum and the personal attention of an adult for every student are highly effective in raising the self-confidence of students who arrive in school with very low self-esteem. The strong relationships they develop begin to have a very positive impact on the progress made in their academic work. From a very low base, students take advantage of the broad, individualised curriculum to find and develop areas of potential.

Students make impressive progress in basic skills subjects. Almost all students increase their standards in English and mathematics regardless of their learning difficulties. Particularly in mathematics, some reach national expectations. Whilst autistic students may make less progress in speaking skills, they often make more progress in writing. All students make progress in science; some of this progress is significant. There are also individual students who make exceptional progress in developing their personal skills and in areas of interest.

Many students are improving their standards in basic skills by making good and imaginative use of information and communication technology (ICT) to present their work, such as those who were using appropriate fonts to write their horror stories. Other students demonstrated excellent mental arithmetic skills when completing a

task about money. Although some autistic students tend to reach a plateau, particularly in English, they make significant progress from their starting points.

Outstanding progress is brought about by outstanding teaching and assessment. Every student has the same teacher or support person for the whole school year. They build a strong relationship of mutual trust and respect, and students and adults work together very well. In this way, adults understand the needs of their student and effectively use individualised materials and learning styles to ensure optimum progress. However, in a small minority of group lessons, students made satisfactory rather than good progress, because the tasks given were not sufficiently matched to individuals' capabilities. In the great majority of lessons, there is much kinaesthetic learning activity where students can enjoy both the process and the outcomes of learning. For example, students who learnt about magnetism, by trying to separate salt from iron filings, enjoyed the practical, hands-on nature of the work and acquired basic knowledge and understanding which will be further developed.

Detailed graphical assessment information is prepared on all individuals from baseline to current standards and is kept up to date on a regular basis. Formal reviews of students' progress are carried out twice a year and reported annually to parents, carers and placing authorities. Interim requests for performance information are always complied with.

## **Spiritual, moral, social and cultural development of pupils**

Students' spiritual, moral, social and cultural development is outstanding. Students generally have very low self-esteem on admission. The school successfully develops their understanding of their own behaviour and their responsibility towards others. When they first come to the school, students often demonstrate poor skills in forming relationships and lack awareness of others' needs. However, they soon improve their social interaction and understanding of others. For example, they quickly move from individual activities to group working. When a post-16 student was nominated for the presidency of his college class and the vote was tied, he stood aside in favour of his opponent.

Students say that they enjoy school and attend regularly. They have very positive attitudes to learning. Students often arrive with no clear understanding of right and wrong. Staff are very effective in modifying students' behaviour and getting them to follow codes of conduct consistently. Consequently, students make exceptional progress in managing their behaviour which is outstanding. The PSHE course involves 'life story' work, which helps students understand their feelings and how their actions have an impact on others. In their therapy sessions, they acquire an understanding about their personality traits and how their behaviour affects others.

Students from a range of different cultures learn and work together harmoniously. They are also tolerant towards each other. Their lessons in PSHE and religious education help students gain an understanding of cultural diversity. Students are prepared for their future economic well-being by acquiring the necessary basic and life skills for independent living. Students have supported others less fortunate than

themselves. They have organised a number of events to raise money for charities. These include Children in Need, the Dogs' Trust and supporting a school in Sri Lanka where the school library was first destroyed by the Tsunami and then by internal conflict.

## **Welfare, health and safety of pupils**

Provision for students' welfare, health and safety is outstanding. The school has a good range of policies and procedures in all of the key health and safety areas and guidance is effectively implemented. An independent audit of health and safety procedures made no recommendations for improvement and all procedures regarding fire prevention, appliances and risk assessment were found to be fully compliant. Robust risk assessments are appropriately in place for activities both on site and for educational visits. A clear child protection policy exists and all staff have been trained at the appropriate level to fulfil their child protection duties. Safe recruitment procedures are adopted effectively.

The school is a community where students take responsibility for their own health and safety. All students say that the school encourages them to be healthy. Almost all of their parents and carers agree. Students understand what constitutes a healthy diet and the school provides food which fulfils this need. They are very enthusiastic about sport and regularly exercise both as a curriculum activity and in their own time.

Staff excel in their role of supervision and care and there are excellent handover arrangements at the end of the school day to ensure students are kept safe and secure. The one-to-one relationship with an adult is the cornerstone of supporting each student to feeling a valued member of an inclusive community.

Admission and attendance registers fully meet requirements. The school fulfils its duties under the Equality Act 2010.

## **Suitability of staff, supply staff and proprietors**

The school's recruitment and staff vetting procedures are robust. Arrangements ensure that all staff and others are suitable to work with students. The single central register meets regulatory requirements.

## **Premises and accommodation at the school**

The premises of the school make a major contribution to the students' success. The rooms in the hall are impressive for both learning and social activities. The education centre is ideal to deliver the school's individualised curriculum and is an excellent, well-maintained and well-equipped learning environment which is respected by students. The extensive grounds offer excellent outdoor space for exercise, play and recreation.

## **Provision of information**

All of the required information is provided, or is made available, to parents and others. Annual accounting procedures to placing authorities and the provision of reports for reviews of statements of special educational needs are fully in place.

## **Manner in which complaints are to be handled**

The complaints procedure meets regulatory requirements.

## **Compliance with regulatory requirements**

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

## **What the school could do to improve further**

While not required by regulations, the school might wish to consider the following point for development.

- Ensure that work is always well matched to students' capabilities in order that students are challenged effectively in all lessons.





## Inspection judgements

outstanding	good	satisfactory	inadequate
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### The quality of education

Overall quality of education	✓			
How well the curriculum and other activities meet the range of needs and interests of pupils	✓			
How effective teaching and assessment are in meeting the full range of pupils' needs	✓			
How well pupils make progress in their learning	✓			

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils	✓			

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	✓			
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## School details

<b>School status</b>	Independent		
<b>Type of school</b>	Special		
<b>Date school opened</b>	September 2007		
<b>Age range of pupils</b>	11–19 years		
<b>Gender of pupils</b>	Mixed		
<b>Number on roll (full-time pupils)</b>	Boys: 14	Girls: 0	Total: 14
<b>Number on roll (part-time pupils)</b>	Boys: 0	Girls: 0	Total: 0
<b>Number of pupils with a statement of special educational needs</b>	Boys: 13	Girls: 0	Total: 13
<b>Number of pupils who are looked after</b>	Boys: 14	Girls: 0	Total: 14
<b>Annual fees (day pupils)</b>	£26,700		
<b>Email address</b>	admin@broadlandshall.co.uk		
<b>Headteacher</b>	Jared Bubb		
<b>Proprietor</b>	Colonel Keith Boulter		

**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.**

1 December 2011

Dear Students



### **Inspection of Broadlands Hall**

Thank you for making me so welcome when I visited your school recently. I should particularly like to thank those of you who showed me round the school, explained your work to me, and completed questionnaires about the school.

I think that you are very fortunate to attend an outstanding school where you have real opportunities to improve your skills and to gain useful qualifications. You have all made exceptional progress since you joined the school; everyone has done his personal best. It was particularly good to see how well you use your computers to help you learn other subjects.

You told me how much you appreciate your teachers and how well they care for you. I am pleased that you recognise how much they help you and I, too, think that their teaching is outstanding. However, I have asked them to make sure that you are always given work that is well matched to your ability and specific needs to ensure that you continue to make the best possible progress.

Broadlands Hall is a wonderful place to go to school. The classrooms are perfect for your small groups and your individual teaching and learning. The grounds are a wonderful place to play your games. I really hope you get your grass football pitch very soon.

I want to offer my best wishes to all of you and especially those of you who are taking examinations or being assessed for qualifications this coming year. I hope you all do really well.

Yours sincerely

Peter McKenzie  
Lead inspector