

Broadwood High School

Independent school standard inspection report

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Reporting inspector	Margaret Farrow HMI

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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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.^{1, 2}

Information about the school

Broadwood High School is an independent special school situated in the outskirts of Halifax. The school has a vocational training centre which is located on a separate site and is part of the Keys Group. Students currently attend from various local authority areas. The school has space for 45 boys and girls aged 11-16. All but one student has a statement of special educational needs as a result of their social, emotional or behavioural difficulties. Two students are in the care of different local authorities; one of whom lives in residential accommodation provided by the company. The school was last inspected in May 2009.

The school's mission statement is to provide all children, irrespective of ability, behaviours, race or religion, the opportunity to be educated in a caring and supportive environment where their full potential may be realised. The mission statement uses the words 'stabilise, educate and empower' to describe the means by which staff will work with students to achieve their aims.

Evaluation of the school

Broadwood provides a good quality of education for its students and meets its published aims successfully. Provision for students' welfare, health and safety is good. Good teaching is supported by a good curriculum that is enriched effectively by an interesting range of visits out of school and visitors to school. Students make good progress during their time here. All safeguarding procedures meet statutory requirements and the school meets all independent school regulations. Through detailed evaluation of the school's work the headteacher continues to develop the good aspects reported at the time of its last inspection. The school has successfully tackled the few issues identified as being in need of improvement.

Quality of education

The curriculum is good. It is broad and balanced with an appropriate focus on developing students' basic skills in literacy and numeracy and improving their attitudes and behaviour. It also has a successful emphasis on physical education, careers advice and vocational opportunities that develop students' fitness,

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

confidence, team working and employability skills. The curriculum ensures students can achieve relevant external accreditations including GCSEs where appropriate. Students say they particularly appreciate the practical subjects they study such as art and subjects at the vocational training centre like design and technology, food technology and plumbing. Activities like Road Safety events with the Halifax Fire and Rescue service, Drug and Alcohol awareness events and visits to the local Mosque are just some examples of activities that enrich the curriculum successfully. The school has a few computers and these are sometimes used to support learning. However resources are limited and there are not enough planned opportunities within the curriculum to ensure students' skills and understanding develop as quickly in Information and Communication Technology (ICT) as in their basic skills.

The quality of teaching and assessment is good. Consistent strengths in all lessons are the strong and positive relationships between staff and students. Teachers make the best of an adequate range of resources to provide a range of appropriate activities in lessons. Students respond positively to adults firm and fair behaviour management strategies. They settle into lessons quickly and display good attitudes to learning. Classes are small and well-staffed so students always have individual support as well as challenge when needed. Staff are vigilant and sensitive to students' needs and concerns. When potential behaviour incidents arise, judicious and timely actions help to avoid incidents escalating or support speedy de-escalation. This ensures lessons are not disrupted unduly.

Lesson observations, students' files and teachers' regular assessment information about students' achievements show that students generally make good progress from their often well-below average skills on entry into the school. This is helping to narrow the gap between their achievements and age-related expectations; particularly in mathematics. Regular reading activities, additional short daily literacy sessions with a support worker and teachers' use of strategies such as phonics, the letters that sound make, are helping to successfully tackle students' weaker literacy skills where needed. However resources for phonic work are limited. Students' files show that they usually take pride in their work and show good progression of skills, knowledge and understanding in basic skills and the wider range of subjects taught.

The headteacher has continued to refine assessment procedures and they are good. Teachers check students' abilities on entry into school to provide a baseline for the future assessment of their progress in National Curriculum levels. Teachers' careful planning takes account of students' current levels to prepare activities matched their varied starting points. Students' individual learning targets are identified within their individual education plans. Their behaviour and attitude targets are within individual behaviour improvement plans. These are developed into daily target sheets that all students work to and all teachers complete for every lesson. Teachers' on-going spoken feedback in lessons helps students to know how well they are doing and what they need to do next to achieve their targets. A cross-school marking policy is in place and all teachers mark students work regularly. Occasionally, teachers' written feedback does not identify what students are doing well and what they need to improve precisely enough. Parents and carers are kept well-informed through regular calls home, be it to celebrate their child's achievements or make them aware

of emerging concerns. Detailed termly and annual reports are provided that identify students' achievements and progress towards their individual targets in all subjects and in their attitudes and behaviour.

Spiritual, moral, social and cultural development of pupils

Students' spiritual, moral, social and cultural development is good. Students joining the school have often had fractured and unhappy experiences of learning in their previous schools; many had been out of school for long periods. The school provides a calm and caring atmosphere which enables students to quickly feel a strong sense of belonging. This is not least due to the high quality relationships between staff and student, the great team work amongst staff and the pastoral support provided. The personal, social, citizenship and health education curriculum includes a range of visits locally and further afield and helps students to acquire a good appreciation and respect for their own and other cultures. Religious education and visits to places such as local Mosques and Halifax Cathedral provide students with a broader understanding of faiths across the community. These experiences and activities like visits to Scope's 'helping hands' programme for adults with learning disabilities, provide thoughtful insight into issues of diversity, disability and discrimination. In this way, and in the way that students from a range of communities mix well in school, they acquire tolerance and respect. They learn how to work with others successfully, including those who are different from themselves. After school football matches enable students to develop relationships with young people from other schools and develop their team building and cooperative skills further.

Students say they feel safe in school and generally get along with each other well. They also say that whilst they are not avid fans of schools generally, they enjoy the atmosphere in Broadwood and are proud of their improving behaviour and achievement. This is evident in their improving attendance rates. A strength is the way that behaviour management strategies are consistently applied and this ensures students know the boundaries, expectations, rewards and consequences of their actions. Students respond positively to these strategies and their good behaviour in class contributes to the good moral and social progress they make during their time at Broadwood. Students have a satisfactory and increasing range of opportunities to make a positive contribution to the school community, for example, through their weekly tidying up work and their roles as school councillors. These activities have led to improvements in the outdoor areas and in the range of recreational facilities available. They support the local community effectively; through fundraising activities like their sponsored walk for 'help the heroes'. All students lead the development of activities they put on for the school's annual open day which showcases their work and achievements and highlights their presence within the local community.

Welfare, health and safety of pupils

Provision for students' welfare, health and safety is good. Staff know their students extremely well and the pastoral care and support provided to them is excellent. There is a tangible sense of loyalty to the school when visitors arrive, observe and

talk to students. The high quality pastoral support and care ensure students settle in well, grow in confidence and maturity and achieve their goals during their time here. The headteacher and key staff take swift action if any student does not turn up for school. This includes prompt telephone calls, visits home to check if the students are out of bed or if there are any problems at home. Attendance rates are improving because of actions taken. The headteacher liaises quickly with key agencies such as local authority children's social care, looked after children or special educational needs services if there are any signs of concern about a student's care or well-being.

Students' good behaviour is supported by a clear system of rewards and sanctions that culminate in weekly celebration assemblies. Any incidents of poor behaviour or use of sanctions are recorded, and carefully monitored. Continually developing anti-bullying strategies contribute to students' sense of safety. Students say that bullying is just not an issue in school and this is recognised in the very few incidents reported. The school has appropriate procedure for ensuring students can safely use the internet through training and 'fire walls' that restrict access to certain sites. All staff have been suitably trained in child protection, in recognising signs of harm and in reporting any concerns to the appropriate person. Clear first aid and health and safety policies are in place and updated regularly. Thorough risk assessments are developed for activities in the main school, the vocational training centre and when students take part in out of school activities. An appropriate range of fire safety policies, procedures and checks are also in place. This includes regular checks on the safety of portable electrical appliances.

Suitability of staff, supply staff and proprietors

Arrangements to ensure the suitability of staff, supply staff and proprietors meet all requirements. Appropriate checks on all staff and others are carried out before their appointment and checks are recorded on a single central register.

Premises and accommodation at the school

The buildings and grounds provide an adequate learning environment for students. Provision in the vocational training centre is good. Teaching rooms are adequately resourced and maintained in a clean condition. A programme of refurbishment is in place to revitalise teaching areas and the school's corridors. Spaces in the school for students to relax and socialise are safe. Empty facilities are being updated to enable a wider range of options for social times. The gardens and grounds provide suitable areas for students to be physically active or space to reflect and be quiet.

Provision of information

The school provides all of the required information for parents, carers and visitors. Effective induction arrangements for new students ensure that information including the school's prospectus is provided to prospective parents and carers when they come for their pre-admission visit.

Manner in which complaints are to be handled

The school's procedures meet all requirements. Information to parents and carers is clear and easy to follow. There have been no complaints this year.

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 points for development.

- Increase opportunities for students to use ICT across the curriculum through the provision of enhanced resources and better identification of opportunities in teachers' planning.
- Increase the range of strategies and interesting resources when teaching the letters that sounds make (phonics).
- Ensure all teachers' written feedback to students is as good as that found in the best classes.

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

School status	Independent		
Type of school	Special day school for students with social, emotional and behavioural difficulties		
Date school opened	January 1999		
Age range of pupils	11-16 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 17	Girls: 0	Total: 17
Number on roll (part-time pupils)	Boys: 0	Girls: 0	Total: 0
Number of pupils with a statement of special educational needs	Boys: 16	Girls: 0	Total: 16
Number of pupils who are looked after	Boys: 2	Girls:	Total: 2
Annual fees (day pupils)	£33,000		
Address of school	225 Moorend Road Pellon Halifax West Yorkshire HX2 0RU		
Telephone number	01422 355925		
Email address	debranash@Keychildcare.co.uk		
Headteacher	Mrs Debra Nash		
Proprietor	Keys Group		
Reporting inspector	Margaret Farrow HMI		
Date of inspection	14-15 November 2012		

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.



15 November 2012

Dear Students

Inspection of Broadwood High School, Halifax, HX2 0RU

Thank you for making me so welcome when I came to inspect your school. I was impressed by your good behaviour and your helpfulness in answering my questions about your work and your views about the school during the two days I was on site. Although some of you say that you are not great fans of school generally, you are settled here and recognise the positive difference Broadwood is making to your achievements and behaviour.

Broadwood is a good school and some of the good aspects are.

- The quality of teaching and the range of subjects you take. These aspects are helping you to make good progress in your learning and achieve well.
- You are all given chances to get qualifications that will help you when you leave school. The Vocational Teaching Centre is particularly good at giving you useful practical skills; for example in plumbing or design and technology.
- Staff take good care of you and you get on well with them.

To make Broadwood even better I have suggested that the school:

- increases the range of computers and equipment so that you can use them to develop a wider range of work and skills while you are in school
- provides more things to help you learn to read when you are having difficulties
- makes sure that all teachers write helpful comments on your work about what you are doing well and what needs to be better so you know what to do next to achieve your targets.

You can help by continuing to attend regularly and continuing to try hard in lessons. Thank you once again for all of your help and I wish you all the best during your remaining time in Broadwood.

Margaret Farrow
Her Majesty's Inspector