

Broadclough Lodge

Inspection dates

12–13 November 2014

Overall effectiveness	Requires improvement	3
Leadership and management	Requires improvement	3
Behaviour and safety of pupils	Requires improvement	3
Quality of teaching	Good	2
Achievement of pupils	Good	2

Summary of key findings

This is a school that requires improvement. It is not good because:

- Leadership and management and the safety of students require improvement because the training course that must be undertaken by the designated person for safeguarding has not been completed in accordance with the guidance issued by the Secretary of State.
- Leaders and managers do not have a complete and accurate view of the strengths and weaknesses of the school.
- Teachers do not always match tasks accurately to students' levels of ability. Occasionally, teachers do not ensure that students benefit fully from the written and verbal feedback they receive from adults in class.
- Occasionally, students' concentration levels dip and their pace of learning slows when it is not made explicit what is required of them in class.

The school has the following strengths

- From very low starting points, and as a result of good teaching, most students make rapid progress and begin to catch up on previously lost learning in English and mathematics. Their achievements are good.
- Except as described above, the school's safeguarding practice and arrangements for students' welfare and safety are suitable.
- Students usually behave well in class and around the building. They benefit from excellent role modelling by the adults around them.
- Since the last inspection, the directors have improved the quality of teaching and the range of activities available to students.
- Present students and most of those who have previously attended the school have made significant personal gains through their education. Some have returned to mainstream schools, others have gone on to study courses at a local college. Almost all gain useful qualifications.
- Through forming positive relationships with adults and with each other, students gain self-esteem. They learn to express themselves with confidence.

Compliance with regulatory requirements

- The school must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations ('the independent school standards') and associated requirements. The details are listed in the full report.

Information about this inspection

- This inspection was conducted with one day's notice.
- The inspector observed parts of five lessons taught by a small number of teachers.
- Discussions were held with the company directors, one of whom is the headteacher of the school; the teacher; other members of staff; a parent; and a small number of students. No staff questionnaires were returned and there were insufficient responses to the Ofsted online questionnaire (Parent View) for these to be considered.
- A number of documents were looked at including school policies, records of students' behaviour and achievements, and samples of their work.

Inspection team

Terry McKenzie, Lead inspector

Additional Inspector

Full report

Information about this school

- Broadclough Lodge is a small independent school. It is owned by Alliance Care and Education who also operate another school about thirty miles from here.
- Broadclough Lodge is designed to provide education for students who live in residential accommodation provided by Alliance Care.
- The school is registered for up to eight boys and girls aged 8 to 18 years who have behavioural, social and emotional difficulties. Students will almost always have a statement of special educational needs. At the time of the inspection there were very few students but the numbers can fluctuate daily. Some students stay for only a very short time. To date, most students on roll have been of White British origin and almost all have been in Key Stage 4.
- Students can attend a range of off-site placements including local colleges, vocational training centres and work experiences. Currently, these are not used but students regularly go to the other school owned by the proprietor to make use of the facilities for physical education, practical science and technology.
- The school was last inspected by Ofsted in September 2011 when all of the regulations were met. Broadclough aims 'to offer a highly personalised curriculum that allows full access to a wide range of subjects so that students can catch up with lost learning, make progress in their studies and gain qualifications that will stand them in good stead for moving on'.
- The school is registered to admit students up to the age of 18 years. To date no students over the age of 16 have attended the school.

What does the school need to do to improve further?

- The directors of the proprietorial body must ensure that the training courses required for the designated lead for safeguarding are undertaken and then refreshed every two years.
- Leaders and managers should introduce systems that help them to understand better:
 - how the school complies with the independent school regulations
 - the quality of teaching, students' achievements and other aspects of the school.
- Improve students' concentration and their achievements by ensuring that teachers:
 - explain carefully to students what is expected of them during lessons
 - provide students with small steps of learning that are well matched to their needs and abilities
 - encourage students to improve their work by following through on the verbal and written feedback they receive from adults.
- **The school must meet the following independent school standard:**
 - ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that these arrangements have regard to guidance issued by the Secretary of State (paragraph 7).

Inspection judgements

The leadership and management

require improvement

- The leadership and management of the school require improvement because leaders and managers, including the directors of the proprietorial body, have not ensured that the designated person for safeguarding has undertaken training to the required level. However, all members of staff have completed basic safeguarding training and higher level training has been booked for the designated person in the near future.
- Senior leaders ensure the safety and well-being of students, implement secure arrangements for the safe recruitment of staff and promote students' academic achievements effectively,
- A recent visit from the Fire and Rescue Service confirmed that the fire risk assessment remains suitable. Regular practice evacuations are undertaken, evaluated and recorded by senior staff. Contractors are employed by the company to ensure that health and safety checks are undertaken and that all the requirements for health and safety are met.
- Leaders and managers successfully uphold the aims and ethos of the school by providing students with highly individualised programmes of study. These are designed to help them fill in the gaps in their learning and gain suitable qualifications to enable them to move on to the next stages of their lives.
- They have improved the school since the last inspection, for example by providing practical lessons for students, operated by specialist teachers here and at their other school site.
- The directors have established an ethos of cooperation between the staff working in students' residences and those in education so that for students there is a seamless unity of purpose. As a result, they benefit greatly from the support of the staff with whom they come into contact in all parts of the company.
- The school maintains close relationships with the parents and carers of students. The inspector spoke with one parent who was full of praise for the school and describes how her daughter has completely changed in her attitude to education and to life in general through being at the school. This parent stated that her daughter has gained ambition and can now look forward to the future with confidence because of the efforts of the staff.
- The local authority officers who place students at the school report that the organisation is effective in caring for students and furthering their life chances.
- **The governance of the school:**
 - The governance of the school requires improvement.
 - Senior leaders have ensured that all but one of the regulatory requirements are met and that the policies and procedures of the school are generally implemented effectively.
 - Leaders and managers in the company have not yet implemented suitable checks on the extent to which the regulations for an independent school are met. They are developing skills and confidence in how to judge the effectiveness of teaching and the extent of students' progress.
 - Arrangements for managing the performance of teaching staff is in the early stages of development and not yet fully related to pay. In this very small school there are no middle managers but the teaching staff have clear roles and responsibilities.
 - The directors have ensured that the premises and accommodation of the school are maintained in good condition and the resources available to staff and students are suitable and effective.

The behaviour and safety of pupils

require improvement

- The behaviour of students is good. In class their attitudes to their work are mainly of a high standard and this results in them willingly taking part in lessons and mainly spending classroom time in learning. Outside of class and around the school students usually demonstrate good behaviour and positive interactions with each other and with the staff.
- Occasionally, when students' behaviour is not at its best, the staff are patient with them and skilfully prevent minor situations from developing into serious incidents. There have been no exclusions from the school in recent times.
- Very occasionally, the behaviour of students in class can be volatile and unpredictable, particularly when they are new to the school. Nevertheless, all staff working in the classroom are skilful and patient with students. They are generally successful in encouraging students to remain focused on their work even when they find the tasks challenging.
- Staff know the students extremely well and trusting relationships are formed between them. These are

instrumental in encouraging students to attend regularly at school and take part in the activities that promote learning and progress.

- Students recognise the work of the staff in helping them to gain success in the classroom, and are appreciative of it. In a mathematics lesson observed, the teacher and learning support assistant provided just the right degree of support for the student so that there was a feeling generated of group activity rather than one-to-one teaching. All of those present, staff and student, contributed to the learning taking place and valued each other's ideas and opinions.
- The school's work to keep students safe requires improvement because one of the regulations relating to safeguarding is not met. Nevertheless, in every other respect the students are safe and they feel safe. When questioned by the inspector they stated that this is a very safe place to be, and one said: 'staff would do anything to keep us safe'.
- The required basic staff training for safeguarding is undertaken rigorously and completed by all members of staff; the policies and procedures relating to child protection are implemented consistently. The designated person for safeguarding is experienced in the responsibilities of the role and is now booked on to a suitable training course at the higher level required to fulfil this responsibility.
- School records and the reports from students indicate that there is very little or no bullying in the school. Recent displays of work on the classroom walls indicate that bullying is taken very seriously and that learning about the different forms of bullying and what to do about it is part of the course for personal, social and health education.
- Through the learning activities in class students learn about the public institutions and services of England. They become acquainted through their studies with the way that people live in different cultures and from different backgrounds, for example through the celebration of religious and cultural festivals from around the world.
- The classroom-based work including that concerning British values of democracy and the rule of law is supported by trips and visits, for example, to the Houses of Parliament. Students have plenty of opportunity to mix with people from other backgrounds. For example, the other school owned by the company where students take part in lessons is a multicultural community.
- The company that owns the school makes it clear that it will not tolerate political or religious extremism or discrimination of any kind.
- Throughout their time in the school, the great majority of students develop well in their personal attributes and are prepared well for moving on to the next stages of their lives. Their spiritual, moral, social and cultural development is good.

The quality of teaching

is good

- The quality of teaching is good because teachers and other adults are successful in encouraging previously disaffected students to return to learning and gain success. Teachers and others working alongside students successfully generate a business-like atmosphere that encourages students to always treat the classroom as a place for learning.
- Teachers direct the work of learning support assistants effectively. As a result, there is always a partnership for learning taking place in the room, with the teacher and teaching assistant taking steps to overcome any feelings of isolation that might be felt by students in the small class groups.
- Each teacher is required to cover a large number of subjects because of the very small nature of the school. Nevertheless, teachers demonstrate the required knowledge and skills to do this successfully and they plan effectively to ensure that students are mainly taught well, particularly with regard to the gaining of literacy and numeracy skills. When students attend the other school in the group they have the benefit of subject specialist teachers such as in science, technology and physical education.
- On occasions, teachers do not match tasks and activities accurately to students' levels of ability and their needs; tasks can be too easy or too difficult for students and their rate of learning is affected by this.
- Teachers and other adults working in the classroom have high expectations of students and this is reflected in the quality of work that can be seen in students' books and folders. However, occasionally, the verbal and written feedback that is provided to students when they are doing their work is not followed through. Consequently, students do not always make the most of the advice given by adults about how to make the most of their learning.
- When students first arrive at the school, teachers use a range of tests and assessments to establish their starting points upon entry. These often indicate that students have missed a great deal of schooling in the past or that they have many gaps in their knowledge, skills and understanding. Teachers then provide courses of work that are designed to promote students' feelings of success so that their self-confidence

can grow as their learning increases. Teachers often steer students through lower level courses in order to become sufficiently confident to tackle the higher levels of GCSE and other courses of study.

- Occasionally in the past, students have undertaken aspects of their education off-site with colleges and alternative education provisions. The records indicate that for many students these have been successful placements because they have gained additional vocational and educational qualifications that could not be undertaken in the school.

The achievement of pupils

is good

- The achievement of students is good. Almost all arrive at the school having experienced considerable disruption to their school career. For many, their previous attendance at school has been extremely erratic and most have fallen far behind in their learning. Nevertheless, once settled into the school most who remain for a sufficient period of time make good progress in their learning and begin to catch up with others of the same age.
- The gains that students make, particularly in reading and the use of numbers, equip them for entry to public examinations. In the first instance, for most students, they gain foundation level qualifications through entry level certificates and functional skills courses. Some gain sufficient self-confidence to overcome their difficulties and proceed to the higher levels of GCSE.
- Most students make gains in English and mathematics at least in line with national expectations. In other areas of study such as science and technology they begin to close the gap and make up lost ground.
- Some of the more-able students make particularly rapid progress. Following their successes they have gone on to study courses in colleges of further education. Others have returned to mainstream schools.
- The records of work, kept by the school from previous students, indicate that they take great pride in their work and present it well. Students currently studying at the school were keen to show their efforts to the inspector and proud of their achievements.
- Where it is appropriate to do so students undertake homework and extend their learning outside of school in areas such as physical activity, looking after themselves and learning to cook. In these activities they benefit from excellent help and support from the residential staff of the company.
- With their successes in the classroom students' self-confidence grows rapidly. As a result they feel more inclined to take part in discussions and risk their ideas being shared with others in lessons. Consequently, their powers of reasoning are developed to good effect.
- Occasionally, the rate at which students make progress falls back because their concentration waivers and this is usually when they are unsure of what exactly is expected of them.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	135303
Inspection number	446281
DfE registration number	888/6099

This inspection was carried out under section 162A of the Education Act 2002, as inserted 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.

Type of school	Day special school
School status	Independent school
Age range of pupils	8–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Not applicable
Number of pupils on the school roll	1
Of which, number on roll in sixth form	0
Number of part time pupils	0
Proprietor	Paul Batty
Chair	Paul Batty
Headteacher	Paul Batty
Date of previous school inspection	28 September 2011

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