

Broadlands Hall

Little Wrattling, Haverhill, Suffolk CB9 7UA

Inspection dates

25–27 November 2014

Overall effectiveness

Inadequate

4

Leadership and management	Inadequate	4
Behaviour and safety of pupils	Requires improvement	3
Quality of teaching	Inadequate	4
Achievement of pupils	Inadequate	4
Sixth form provision	Inadequate	4

Summary of key findings

This is an inadequate school

- Too many of the standards for independent schools are not met. In addition, the proprietor has admitted a student outside the school's registered age range.
- School leaders and the proprietor have not monitored the school's work effectively. They do not have an accurate picture of the school's performance or what the school needs to do to improve.
- Students do not make enough progress from their individual starting points. The information about students' attainment is not accurate; this means that staff are unable to ensure that students make good progress from their starting points.
- Teaching activities are not always age-appropriate and do not take account of the current ability of the students. Consequently, work does not challenge students to move on in their learning.
- Systems for checking the accuracy and robustness of teachers' assessments, the quality of teaching, and the quality of students' learning and behaviour have not been properly established.
- The proprietor has not ensured that the quality of teaching and students' learning have improved since the last inspection. Systems to manage the performance of staff are not in place.
- The proprietor has not ensured that potential risks are identified or acted upon quickly enough.
- The overall effectiveness of the sixth form is inadequate because the students make inadequate progress. The curriculum does not prepare students adequately for the next stage in their learning or for adult life.

The school has the following strengths

- When encouraged to work together in class, and when given opportunities to show what they know and can do by themselves, students achieve well.
- Most students make expected gains in their personal and social skills.
- Students attend well.

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 2012 ('the independent school standards') and associated requirements. The details are listed in the full report.

Information about this inspection

- Inspectors visited all classes during the inspection. In addition, they looked at students' work and data about their learning and progress over time, teachers' assessments and planning, and students' records.
- Inspectors held meetings with the headteacher, the deputy headteacher, the proprietor, the placement manager, the new lead teacher for the post-16 provision and spoke to a placing authority by telephone.
- Inspectors spoke to students during lessons and break times.
- A range of documentation relating to safeguarding children was examined.
- Inspectors evaluated the views of 17 staff who responded to Ofsted's staff questionnaire.
- There were insufficient responses for inspectors to draw conclusions from Parent View, Ofsted's online questionnaire. Inspectors took account of the school's own information about parents' views.

Inspection team

Mary Rayner, Lead inspector

Her Majesty's Inspector

Heather Yaxley

Her Majesty's Inspector

Full report

Information about this school

- Broadlands Hall School opened in 2007 and is registered to admit up to 19 boys between the ages of 11 and 19 years. There are currently 14 students on roll, seven of whom are in the sixth form.
- There is currently a student on roll outside the registered age range.
- The school admits boys who reside in the children's homes run by the proprietor.
- The welfare at the children's homes is inspected separately and was not part of this inspection. Most students are on the autistic spectrum with moderate to severe learning needs and associated behavioural, emotional and social difficulties.
- Almost all boys are looked after by their local authority.
- One student attends a local college for three days each week.
- The education at the school was last inspected by Ofsted in November 2011, when it was judged as outstanding. Ofsted carried out an emergency inspection in October 2013 to look at the effectiveness of the school's policies and procedures to safeguard students. Arrangements to safeguard students did not meet the required standard. In May 2014, Ofsted carried out a monitoring inspection. Previously unmet standards were then met. The inspector found that levels of supervision were not always adequate.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that it is consistently good and enables all students to reach their full potential by ensuring that:
 - teachers take full account of what each student already knows and can do when planning lessons so that tasks and activities extend students' knowledge and skills
 - frequent moderation of teachers' assessments improves the rigour and accuracy of assessment throughout the school
 - students have good opportunities to develop independence when showing what they know and can do.
- Improve students' behaviour and safety by:
 - ensuring behavioural incidents, particularly when the use of physical restraint is required, are logged quickly and accurately, and that the information is analysed and used to inform improvements for students and staff
 - revise the behaviour policy so that it provides staff with comprehensive guidance for issuing rewards and sanctions, using physical intervention and setting targets for behaviour.
- Improve the effectiveness of leadership and management, including of the proprietor by:
 - monitoring the school's work relating to students' safety, behaviour and attendance rigorously
 - monitoring the quality of teaching and students' achievement rigorously
 - ensuring the information gathered is used to provide an accurate self-evaluation of how well the school is performing and taking prompt action to tackle concerns that arise.

The school must meet the following independent school standards.

- The proprietor must ensure that there is a written policy on the curriculum, supported by appropriate plans and schemes of work, which is implemented effectively (paragraph 2(1)).
- The proprietor must ensure that the curriculum gives subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement (paragraph 2(2)(b)).
- The proprietor must ensure, where a pupil has a statement, the curriculum provides the education which fulfils the requirements of the statement (paragraph 2(2)(e)).
- The proprietor must ensure that, where pupils are above compulsory school age, the curriculum provides a programme of activities which is appropriate to their needs (paragraph 2(2)(h)).
- The proprietor must ensure that the curriculum gives all pupils the opportunity to learn and make

progress (paragraph 2(2)(i)).

- The proprietor must ensure that the curriculum provides adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life (paragraph 2(2)(j)).
- The proprietor must ensure that the teaching at the school:
 - enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
 - fosters in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves
 - involves well planned lessons and effective teaching methods, activities and management of class time
 - shows good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons
 - demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(g)).
- The proprietor must ensure that a framework for pupil performance to be evaluated, by reference either to the school's own aims as provided to parents or national norms, or both, is in place (paragraph 4).
- The proprietor must ensure that a written policy to promote good behaviour amongst pupils and set out the sanctions to be adopted in the event of pupil misbehaviour is implemented effectively (paragraph 9).
- The proprietor must ensure that a written policy on compliance with relevant health and safety laws is effectively implemented (paragraph 11).
- The proprietor must ensure that an attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 17).
- The proprietor must ensure that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practical, the health, safety and welfare of pupils are assured (paragraph 23C).
- The proprietor must ensure that external lighting is provided in order to ensure that people can safely enter and leave the school premises (paragraph 23E, 23E(b)).
- The proprietor must ensure that arrangements made to safeguard and promote the welfare of pupils at the school are published on the school's internet website (paragraph 24(1), 24(1)(c)).

Inspection judgements

The leadership and management are inadequate

- Leaders' self-evaluation lacks rigour. It does not provide evidence to support the strengths that have been identified and does not identify the school's weaknesses. As a consequence, leaders do not have an accurate view of the school's performance.
- Leaders do not monitor the quality of teaching and the effectiveness of students' learning and achievement frequently or systematically. Inadequate teaching is not challenged robustly. As a consequence, students make inadequate progress over time.
- Leaders do not analyse or challenge the achievement data provided by teachers and this has not been externally moderated. As a result, data are unreliable and inaccurate, and leaders do not have sufficient information to effectively challenge areas of inadequacy.
- The planned curriculum fails to meet the needs of students, particularly in the sixth form. It does not contain sufficient planned learning about careers, and fails to offer appropriate advice and guidance, and therefore does not prepare students well for the next stage in their learning or for adult life. Students' progress is hampered by the lack of opportunity for practising what they know and can do independently or to apply their skills in practical ways.
- Leaders have admitted a student outside the age range agreed by the Department for Education for the school's registration as an independent school.
- Half of the students are members of the sixth form. However, leaders have neglected this area of the school; as a consequence, it is ineffective. Recent changes in staffing and responsibilities indicate that the school has the capacity to improve this key stage but it is too early to evidence the impact of the changes.
- The safeguarding of students meets statutory requirements. Staff are suitably trained in child protection at the required levels. The required checks are made and recorded on adults having contact with students.
- Although the safety standards have been met, there are a number of issues about the welfare, health and safety of students that require improvement. Not all policies and procedures for the welfare, health and safety of students are implemented systematically, such as those relating to staff smoking on site.
- Students' spiritual, moral, social and cultural development is often well planned. There are themed days which highlight other cultures and give strong messages about British values and British society. The good practice in a Key Stages 3 and 4 class, offering students the opportunity to take part in relevant discussions about values, beliefs and feelings, strengthens students' ability to understand the opinions of others and socialise more effectively.
- **The governance of the school:**
 - The proprietor has failed to hold the school to account and has not provided sufficient oversight of, or challenge to, the effectiveness of policies and procedures.
 - The proprietor has not adequately challenged school leaders or ensured that there are systems in place to manage staff performance. Effective procedures for checking students' progress are not in place.
 - Important policies have not been appropriately implemented, including the health and safety policy, and there is no comprehensive physical intervention policy. Risk assessments are not always undertaken in sufficient detail or used by staff.

The behaviour and safety of pupils**require improvement****Behaviour**

- The behaviour of students requires improvement. While students arrive in lessons with positive attitudes and are ready to learn, staff do not always effectively engage them quickly in their learning. Students are very dependent on adults and do not demonstrate a desire to investigate for themselves or a curiosity in the learning opportunities offered. This is often because the planned activities do not interest or challenge them. The lack of challenge means that students do not always concentrate and learn well.
- Senior leaders do not monitor the effectiveness of staff's management of students' behaviour with sufficient rigour. As a consequence, there is insufficient information about how well students' behaviour improves. In addition, students' behaviour is not targeted or tracked systematically.
- Students do not always understand the reward system. Inconsistencies across the school about what the rewards are and how they are earned means that students do not have a clear understanding of what is expected.
- When students understand what teachers expect, their behaviour is often good. This was the case in a Key Stage 3 and 4 class where the teacher used clear instruction to explain an activity and what the rules for the game were. Students were challenged to meet his high expectations. Staff provided support when needed. As a result, students enthusiastically joined in and managed their disappointments as well as their achievements in an atmosphere of mutual trust and respect.

Safety

- The school's work to keep students safe requires improvement.
- Students say they are happy at school and that they feel safe. Their relationships with staff and with one another are positive.
- Students enjoy the opportunities to take part in visits. Risk assessments for these are undertaken regularly but they do not always take sufficient account of the needs of individual students. They sometimes lack detailed information that would aid support staff when they plan off site activities.
- All staff are trained in the management of challenging behaviour and the use of physical intervention. However, the lack of guidance in the school's policy on how to record such incidents means that they are not always recorded in detail. As a consequence, individual students' behaviour plans are not consistently updated and adapted as required. The school's behaviour management policy is not routinely reviewed and improved to take account of these incidents.
- While the proprietor has taken action to improve the fabric of the building, some failings remain. A toilet door was faulty putting the toilet out of use for several months prior to this inspection. The roof of the external corridor leaks. Many of the students' chairs are in a poor state of repair.
- Students value the one to-one support they have at all times. Handover from the children's home to the school is well managed, because the two groups of staff communicate well with each other. However, although students are not at risk, the registers are not completed as required and so do not always show when a student remained in the children's home for part of their education rather than attending the school provision.

The quality of teaching**is inadequate**

- Too much teaching is inadequate and there is not enough good teaching to ensure that students make the progress of which they are capable.

- Teachers' assessments of students' abilities are inaccurate. Assessments are not checked or moderated, resulting in incorrect data being recorded and used to measure students' progress. Teachers have not used any additional methods to compare the progress of their students to those with similar starting points. As a result, they do not know what high expectation for progress should be or how well students are doing.
- Too many students are given work they are not able to do, or which does not challenge them to move on sufficiently in their learning. For example, students often repeat work which they have previously been successful in completing, or adults give too much help for students to complete the work to the best of their ability. This limits students' progress and gives a false picture of what they can do and what they find difficult.
- Teachers' planning is inadequate. Work is not well planned. Inaccuracies in assessment mean that planning does not take account of students' individual abilities and gaps in knowledge. Too often, this results in teachers' expectations of what students are able to do being too high or too low. This weakness is most apparent for post-16 provision.
- The programme in the post-16 provision does not meet the needs of students. Teachers are not adequately preparing them for the next steps in their learning or for adult life. There is an over-reliance on worksheets, cutting and sticking. Teachers do not check that students understand the work or ensure opportunities are given for students to apply their learning. Teachers do not always encourage students to carry out tasks independently and this restricts students' progress.
- Teaching sometimes actively engages students. This happens when detailed planning ensures that students gain knowledge and develop skills enabling them, for example, to discuss issues and ideas with their peers and in some cases work as a group. This effectively develops students' social skills.
- Teachers do not consistently implement the school's marking policy. It is difficult to assess what is new learning and what progress has been made by students because teachers' planning does not take into account prior learning. It is not always clear if students have completed work independently or with high levels of support by staff.

The achievement of pupils

is inadequate

- Evidence in students' files shows that from their individual starting points, which are well below national expectations for their age, students make inadequate progress over time. Consequently, they are ill-prepared for the next stage in their lives.
- Very few students in the post-16 provision make the expected academic progress. No students make better than expected progress.
- School data are not robust because teachers do not always accurately assess students' attainment. As a consequence, data does not provide leaders with accurate information about students' progress or appropriately inform planning.
- Learning in the lessons observed and reviews of students' files indicates that teaching over time is inadequate and does not ensure that all students make adequate progress. In some classes there is very little work in students' files and that which is there, is of a repetitive nature. This work does not reflect the attainment levels given by teachers and therefore does not evidence the progress that is reported in the students' annual reports.
- Students sometimes make good progress in their personal and social development, especially in the Key Stages 3 and 4 classes. However, post-16 students' ability to apply what they learn or do things for themselves is hampered because, too often, staff unnecessarily do things for them.
- School-wide strategies for literacy and numeracy are in place. However, in lessons and in students' files

there was evidence that this is not always helping students to extend their knowledge and understanding or being used to develop life skills. As a result, their progress in English and mathematics is inadequate.

The sixth form provision is inadequate

- Leadership and management of the sixth form are inadequate. However, the recent appointment of a new lead teacher for this area means that the school now has some capacity to develop this key stage.
- Teaching is inadequate because planning for the needs of individual students is weak. Assessment is inaccurate and therefore cannot be used to effectively inform planning.
- Students have little opportunity to express opinions, make choices or to take responsibility for changes to their environment.
- The sixth students are not treated as more independent learners and do not have any more freedom to gather resources by themselves or make choices about activities.
- Planning by lead teachers, particularly in the sixth form, does not yet include all subjects that teachers want to be available for study. Developments are planned to include some vocational qualifications to give students the opportunity to develop new skills, particularly age-appropriate independence skills.
- One sixth-form student told inspectors that he likes the opportunity to go to college where he feels more grown up and has more opportunity to do things his way. All other students are taught in the school.
- Parents' views, as evidenced by comments in a sports day photo album, were all very positive. Parents have confidence in the school and are pleased that their child is making gains in personal development. However, a local authority report acknowledges that students do not make enough academic progress.

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	135252
Inspection number	446244
DfE registration number	935/6086

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	Special
School status	Independent school
Age range of pupils	11–19
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	14
Of which, number on roll in sixth form	7
Number of part time pupils	0
Proprietor	Keith Boulter
Headteacher	Lynne Proudlock
Date of previous school inspection	29–30 November 2011
Annual fees (day pupils)	£49,400
Telephone number	01440 702559
Email address	head@broadlandshall.co.uk

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