

Broadlands Hall

Little Wratting, Haverhill, CB9 7UA

Inspection dates

21 May 2015

Overall outcome

Independent school standards not met

Context of the inspection

- This inspection was undertaken at the request of the registration authority for independent schools in order to monitor the progress the school has made in implementing its action plan.
- An education-only inspection of the school under section 109(1) and (2) of the Education and Skills Act 2008 took place in November 2014. The school's overall effectiveness was judged inadequate in all respects, other than the behaviour and safety of pupils that were judged to require improvement. In addition, 18 of the independent school standards were not met.
- Following the inspection, the school was required to submit an action plan to address the unmet standards. Ofsted evaluated the action plan in March 2015 and judged that it required improvement. The action plan was rejected. The DfE notified the school of this in April 2015.
- Also in April 2015, the DfE commissioned Ofsted to carry out this education-only unannounced progress monitoring visit to check on the school's progress.
- This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008. It was the first monitoring visit to the school to follow up its progress.

Main findings

- The inspection of Broadlands Hall found that the school had not completed its revised action plan following its initial plan that was rejected by Ofsted in March 2015. However, the process of updating it in response to Ofsted's recommendations is underway. The school accepts that some of the timescales stated in the original plan were unrealistic and that actions were not linked clearly to students' achievement. Adjustments are being made accordingly. Some were changed during the inspection and a draft copy of the revised plan was handed to the inspector at the end of the inspection. In the meantime, leaders have been using the initial plan to address the unmet standards.

Curriculum

- The inspection in November 2014 found that the planned curriculum failed to meet the needs of students because of a lack of opportunity for practising what they knew and could do independently or to apply their skills in practical ways. The school planned to review its schemes of work and resources by March 2015. The inspection found that the school had not completed its revision of the curriculum so that curriculum policy is supported by appropriate plans and schemes of work and is implemented appropriately. Paragraph 2(1)(a) of the independent school standards is not met.
- Revision to the school's curriculum policy was planned to be completed by March 2015 to address the unmet paragraph 2(1)(b)(i)(ii) of the independent school standards. The previous inspection found that curriculum planning was not always age-appropriate and did not take account of the current ability of the students to challenge them sufficiently. This paragraph is

still not met and the deadline has been exceeded. Schemes of work, lesson plans, teaching activities resources and individual education plans were to be monitored against the individual student's statement and education and health care plans half-termly. Teachers are trialling new ways of planning the curriculum to encourage students to be more independent and resilient in their learning. This is work in progress and is incomplete. Monitoring by senior leaders has not been rigorous and sufficiently regular to ensure that revisions to curriculum planning are being implemented consistently.

- The inspection in November 2014 found that the planned curriculum did not adequately prepare post-16 students for the next stage in their learning. The school indicated that it would, by March 2015, revise its provision for post-16 students ensuring that each has an individual curriculum drawn up with a section on life skills for each student. Post-16 teachers are trialling new ways of planning the curriculum to encourage students to be more independent and resilient in their learning. This is work in progress that has not been completed. The impact of the new teachers' planning on students' achievement has not been rigorously monitored by the headteacher as the action suggests. Paragraph 2(1)(a), 2(2)(g) is not met.
- The inspection in November 2014 found that students made inadequate progress in lessons observed because tasks set were too easy and repetitive. Students did not make progress over time. Consequently, they were ill-prepared for the next stage in their lives. The school intended for senior leaders to monitor lessons and assessment to ensure that students made at least expected progress and paragraph 2(1)(a), (2)(2)(h) would be met by March 2015. This has not yet happened. The headteacher has dropped into lessons on three occasions thus far and no intensive and rigorous monitoring of teaching and assessment has been carried out. The standard is not met.
- The school's plan states that the post-16 life skills programme will be reviewed by January 2015 to ensure that paragraph 2 (1) (a), 2 (2) (i) is met. The previous inspection in November 2014 found that the post-16 students were not treated as more independent learners and did not have any more freedom to gather resources by themselves or make choices about activities. The deadline is exceeded and although work to extend the opportunities for students to prepare them for responsibilities and experiences of adult life has begun, it is far from complete. Students have begun to complete short placements in one local industry; other placements are being considered but they are not agreed. Life skills qualifications and GCSE courses are well established. Entry level qualifications are in the early stages of development.

Teaching

- In the inspection in November 2014, teaching was inadequate because expectations were too low and students did not make sufficient progress over time in relation to their starting points. To address the unmet paragraph 3 (a) of the independent school standards, the school planned, by January 2015, to carry out monitoring by senior leaders to ensure that teaching enables students to acquire new knowledge and make progress according to their ability. This has not happened. By March 2015, assessments were to be carried out termly to identify progress made and these were to be moderated by staff. Staff are working to improve systems for assessment but these are in the early stages of development and are not yet embedded. Paragraph 3 (a) is not met.
- Findings in the previous inspection in November 2014 were that the post-16 students were not treated as more independent learners and did not have any more freedom to gather resources by themselves or make choices about activities. The school indicated that, by February 2015, all teachers would review their lesson plans with more emphasis on students thinking and learning for themselves through practical work and annotating work to show achievement. Post-16 teachers are developing and trialling ways of achieving this, as seen in observations of teaching during the inspection. However, no whole-school approach is in place. Schemes of work and

short-, medium- and long-term curriculum planning have not been revised fully. New approaches to improve the validity of teachers' assessments of students' progress are in the process of implementation. Paragraphs 3 (b), 3 (c) and 3 (d) of the independent school standards are not met.

- Paragraph 3 (g) of the independent school standards is intended in the action plan to be met by April 2015. In the inspection in November 2014, teachers did not show a good understanding of the aptitudes, needs and prior attainments of the students, and ensure that these are taken into account in the planning of lessons. A framework was not in place to assess students' work regularly and thoroughly and use information from that assessment to plan teaching so that students can progress. The school was to purchase new assessment tools, which it has, and introduce them in the classroom. The deputy headteacher has ensured that there is now a suitable assessment framework in place to gather and analyse assessment information about students' achievement, as the standard requires. However, assessment practice is not yet consistent in all classes. The impact of assessment practice on learning has not been monitored by senior leaders to ensure consistency so that all students can progress. Paragraph 3 (g) of the independent school standards is not met.
- The previous inspection found that the school's data were inaccurate, therefore any reference to progression was unreliable. To meet paragraph 4 of the independent school standards, the school planned to consider the purchase of new assessment tools. These have been purchased and the process of implementing them has begun. The school also intended to provide parents and local authorities with more detailed accounts of students' progress as required. The school has continued with its previous practice of reporting generally to parents on their children's strengths and weaknesses, more detailed reports of their attainment and progress were issued for the first time at the end of the Spring Term 2015.

Welfare

- To meet paragraphs 9(a) (b) and (c) the proprietor planned, by January 2015, to review the school's behaviour policy so that it makes clear the rewards and consequences for every student. This has happened and the standard is met. All students know their rewards and consequences and these are displayed in their classrooms. The headteacher is monitoring diligently all incidents of misbehaviour and use of restraint.
- Paragraph 11 of the independent school standards is met. The proprietor planned to carry out monthly health and safety checks, ensure that risk assessments are carried out for every student and to prohibit smoking on the premises. All of these actions have been completed by the set timescale of March 2015.
- The school intended in its action plan that the attendance register would be taken daily in order to meet paragraph 15 of the independent school standards. Attendance registers seen on the inspection were completed daily and have been since January 2015 and the standard is met.

Premises

- To meet paragraph 27 (b) of the independent school standards, the proprietor intended, by March 2015, to repair a toilet door, replace students' chairs, resurface walkways around the building and improve overhead lighting to the car park. All of these works have been completed and the standard is met.

Provision of information

- Arrangements made to safeguard and promote the welfare of students at the school are published on the school's internet website as the school intended in its action plan. Paragraph

32 (1) (j) of the independent school standards is met.

Compliance with regulatory requirements

The school must take action to meet The Education (Independent School Standards) Regulations 2014 and associated requirements

- Paragraph 2(1)(a). The standard in this paragraph is met if the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, is drawn up and implemented effectively.
- Paragraph 2(1) 2(1)(b)(i)(ii). The standard in this paragraph is met if the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan, and do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Paragraph 2(1)(a), 2(2)(g). The standard in this paragraph is met if the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub paragraph (2) is drawn up and implemented effectively; and for the purposes of paragraph 2(1)(a), where the school has pupils above compulsory school age, a programme of activities is appropriate to their needs.
- Paragraph 2 (1) (a), (2) (2) (h). The standard in this paragraph is met if the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub paragraph (2) is drawn up and implemented effectively; and for the purposes of paragraph (2) (1) (a), 2(2)(h) the matters are that all pupils have the opportunity to learn and make progress.
- Paragraph (2) (1) (a) 2 (2) (i). The standard in this paragraph is met if the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub paragraph (2) is drawn up and implemented effectively; and for the purposes of paragraph (2) (1) (a), 2(2)(i) the matters are – effective preparation of pupils for the opportunities, responsibilities and experiences of adult life.
- Paragraph 3 (a). The standard in this paragraph is met if the proprietor ensures that the teaching at the school enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.
- Paragraph 3 (b). The standard in this paragraph is met if the proprietor ensures that the teaching at the school fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.
- Paragraph 3 (c). The standard in this paragraph is met if the proprietor ensures that the teaching at the school involves well planned lessons and effective teaching methods, activities and management of class time.
- Paragraph 3 (d). The standard in this paragraph is met if the proprietor ensures that the teaching at the school shows a 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.
- Paragraph 3 (g). The standard in this paragraph is met if the proprietor ensures that the teaching at the school 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.
- Paragraph 4. The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

Inspection team

Linda Killman, Lead inspector

Her Majesty's Inspector

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 one student on roll outside the registered secondary school age range.
- The school admits boys who reside in the children's homes run by the proprietor.
- 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.

School details

Unique reference number	135252
Inspection number	464473
DfE registration number	935/6086

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.

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 of pupils in the sixth form	7
Number of part time pupils	0
Proprietor	Keith Boulter
Headteacher	Lynne Proudlock
Date of previous school inspection	27 November 2014
Annual fees (day pupils)	£49,500
Telephone number	01440 713006
Email address	head@broadlandshall.co.uk

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