

# Broadlands Hall

Little Wrating, Haverhill, Suffolk CB9 7UA

## Inspection dates

26 November 2015

## Overall outcome

**Independent school standards met**

## Context of the inspection

- 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 second monitoring visit to judge the progress the school has made in implementing its action plan. The inspection was unannounced.
- 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 which judged the school's overall effectiveness as 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 Department for Education notified the school of this in April 2015.
- In May 2015, Ofsted carried out an 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. The monitoring inspection found that the school had not completed its revised action plan. The independent school standards were not met.
- Following the monitoring inspection in May 2015, the school was required to submit an action plan to address the unmet standards. Ofsted evaluated this plan in September 2015 and judged it acceptable.

## Main findings

- This inspection of Broadlands Hall found that the school has fully implemented its revised action plan in order to meet the independent school standards. Revisions to the curriculum ensure that pupils are given work that presents each of them with a suitable level of academic challenge and also promotes, more systematically, their personal development. There have been notable improvements in the quality of teaching, learning and assessment, based on higher expectations and a more rigorous approach to monitoring the quality of provision.

## Quality of education provided

- The headteacher has successfully implemented the necessary changes to ensure that the school meets all the previously unmet independent school standards, and has quickly raised the expectations of pupils and staff. Staff have worked hard to embrace new systems and have been well supported with guidance and training.
- The school has reviewed and made suitable revisions to its curriculum policy to ensure that pupils have full access to a broad and balanced range of subjects, including a wider range of accredited courses. Greater emphasis has been placed on the planned development of pupils'

independence and the school's core values: resilience, respect, courage, fairness, optimism and compassion. The development of these personal qualities is embedded in the everyday work of the school and through the wide variety of enrichment activities. Pupils are encouraged to take on leadership roles, such as Head of House, and are routinely given responsibilities, such as managing the money on the recent charity fundraising event. Pupils are given as much autonomy as they can safely and happily cope with.

- The school has implemented rigorous diagnostic assessments to establish reliable and helpful baselines against which to measure pupils' progress and plan work and activities that present suitable stretch and challenge. Pupils have suitable targets, both for their academic achievement and for their personal development, which they understand. These targets are embedded in day-to-day teaching and learning; they inform lesson planning and are routinely reviewed as part of each lesson and revised to set greater challenge. The new format for reporting to parents draws on the detailed assessments to give specific information about pupils' learning, achievement and their next steps.
- Improvements in the use of assessment have strengthened the quality of teaching and accelerated the progress made by pupils. Better assessment has sharpened planning and helps to avoid unnecessary repetition of learning. Work is more carefully pitched at the right level in different subjects and for individual pupils. Teachers are more sharply focused in assessing pupils' learning and progress, and more mindful of the need to be assured of a pupil mastering a skill.
- The new marking policy establishes clear expectations of the use of assessment, which staff have worked hard to implement. Teachers' feedback and marking is particularly helpful in identifying 'what went well' and how pupils can improve their work. The summative 'even better if' comments ensure that higher expectations are shared with the pupils, and that progression is planned for the next lesson. Pupils like having this instant feedback and are getting accustomed to the challenge of higher expectations.
- Pupils have always had access to a good range of enrichment activities and visits, but the school is using these more purposefully to build the pupils' skills and independence. Rather than simply going 'out and about', the pupils are expected to calculate costs, plan budgets, find shops and then review their decisions. Recent trips to the Aquarium in London and the Fitzwilliam Museum in Cambridge have provided great stimulus for learning, but have also made a positive contribution to pupils' independence and wider social skills. Pupils are encouraged to participate in events beyond school that will prepare them for later life. Recently, pupils have attended the Suffolk Skills Show and an open evening at a sixth form college. One pupil has successfully auditioned for a role in a local amateur dramatic production and another pupil has won a place in a local football team.
- Procedures for checking the school's work have been quickly and effectively implemented since September. The headteacher's monitoring of teaching, learning and assessment is rigorous and systematic. Weekly learning walks have a suitably sharp focus, and evaluations of teaching, of both teachers and learning support assistants, are detailed and constructive. This monitoring and evaluation has ensured that new policies have been quickly and consistently implemented, and have helped to improve the quality of provision.
- The school has sensibly drawn on a wide range of external support and advice to strengthen provision. Monitoring from the local authority outreach adviser has helped to validate the school's judgements and provide recommendations for improvement. The school has established good links with mainstream schools and is able to access support and resources. A raft of training has been planned for staff.

## Compliance with regulatory requirements

### The school meets The Education (Independent School Standards) Regulations 2014 and associated requirements

- The inspection in November 2014 found that the planned curriculum failed to meet the needs of pupils 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 proposed, in its revised action plan, to review its schemes of work and resources by June 2015. The inspection found that the curriculum policy has been suitably reviewed and revised. The 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 met.
- Revision to the school's curriculum policy, plans and schemes of work is planned to be completed by December 2015 to address the unmet paragraph 2(1)(b)(i)(ii) of the independent school standards. The previous inspection found that curriculum plans did not always match the age expectations of the children and did not take account of the current ability of the pupils to challenge them sufficiently. The inspection found that work is well under way to complete the necessary revisions and to ensure that pupils are suitably stretched in their work and enrichment activities, without unnecessary repetition in their learning. Teachers are encouraging pupils to be more independent and resilient in their learning. The promotion of fundamental British values through the curriculum is specified in the revised written curriculum policy. The headteacher monitors rigorously the quality of teaching and use of assessment. Paragraph 2(1)(b)(i)(ii) of the independent school standards is met.
- The inspection in November 2014 found that the planned curriculum did not adequately prepare post-16 learners for the next stage in their learning. The school indicated in its revised action plan that it would, by October 2015, revise its provision for post-16 learners ensuring that each has an individual curriculum drawn up with a section on life skills for each learner. The core timetable has been suitably adjusted to incorporate the need to learn and develop life skills. Learners have also been able to access work experience placements or experience of work. Post-16 teachers are encouraging learners to be more independent and resilient in their learning. The impact of the teaching on learners' learning and progress is carefully monitored by the headteacher. Paragraphs 2(1)(a), 2(2)(g) of the independent school standards are met.
- The inspection in November 2014 found that pupils made inadequate progress in lessons observed because tasks set were too easy and repetitive. Pupils did not make progress over time. Consequently, they were ill-prepared for the next stage in their lives. The school indicated in its revised action plan that it would, by September 2015, review and revise its schemes of work, lesson planning, teaching activities and resources to ensure that subjects, resources and activities are age- and ability-appropriate. Initial revisions are in place and further revisions are on track. The headteacher systematically monitors the quality of teaching and assessment to ensure that pupils make at least expected progress. Paragraphs 2(1)(a), 2(2)(h) of the independent school standards are met.
- The previous inspection in November 2014 found that the post-16 learners 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's revised plan states that the post-16 life skills programme will be reviewed and implemented by November 2015. Life skills qualifications and GCSE courses are well established. A programme of planned post-16 activities has been designed to enhance learners' practical experiences and support their personal development. Paragraphs 2(1)(a), 2(2)(i) of the independent school standards are met.
- In the inspection in November 2014, teaching was inadequate because expectations were too low and pupils 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 December 2015, to introduce a more rigorous and consistent approach to planning and use of

assessment, and to monitor systematically the quality of provision across the school. These changes have been implemented. Paragraph 3(a) of the independent school standards is met.

- The inspection in November 2014 found that the post-16 learners were not treated as independent learners and did not have any more freedom to gather resources by themselves or make choices about activities. The school's revised plan indicated that, by December 2015, all teachers would review their lesson plans with more emphasis on learners thinking and learning for themselves through practical work and annotating work to show achievement. Schemes of work, lesson planning, teaching activities and resources for post-16 learners have been suitably reviewed. Post-16 teachers are mindful of the need to promote learners' resilience, independence and social skills. Paragraphs 3(b), 3(c) and 3(d) of the independent school standards are met.
- In the inspection in November 2014, teachers did not show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons. A framework was not in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress. There is now a suitable assessment framework in place to gather and analyse assessment information about pupils' achievement. Rigorous assessment is in place, based on a thorough baseline assessment of pupils' abilities and aptitudes. Systematic target-setting and rigorous ongoing assessments have strengthened teaching and improved reporting to parents. The quality and effectiveness of teachers' assessment is systematically monitored by the headteacher. Paragraph 3(g) of the independent school standards is met.
- The inspection in November 2014 found that the school's assessment data was inaccurate; therefore, any reference to progression was unreliable. New baseline assessments and the school's systematic approach to assessment and marking, underpinned by new policies and monitoring procedures, have rectified this. Reports to parents and local authorities provide suitable detail of pupils' learning and progress. Paragraph 4 of the independent school standards is met.

## Inspection team

Paul Brooker

Her Majesty's Inspector

## Information about this school

- Broadlands Hall opened in 2007 and is registered to admit up to 19 boys between the ages of 11 and 19 years. There are currently 14 pupils on roll, five of whom are in the sixth form.
- The school admits boys who reside in the children's homes run by the proprietor.
- Almost all pupils 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.
- The headteacher took up post in September 2015. Two new members of staff, one teacher and one learning support assistant, have joined the school since the last monitoring visit.

## School details

<b>Unique reference number</b>	135252
<b>Inspection number</b>	10009075
<b>DfE registration number</b>	935/6086

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<b>Type of school</b>	Special
<b>School status</b>	Independent school
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Boys
<b>Gender of pupils in the sixth form</b>	Boys
<b>Number of pupils on the school roll</b>	14
<b>Of which, number of pupils in the sixth form</b>	5
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Keith Boulter
<b>Headteacher</b>	Hazel Simmons
<b>Date of previous school inspection</b>	27 November 2014
<b>Annual fees (day pupils)</b>	£50,360
<b>Telephone number</b>	01440 713006
<b>Email address</b>	<a href="mailto:head@broadlands-hall.co.uk">head@broadlands-hall.co.uk</a>

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