

Broadclough Lodge

Meadows Avenue, Bacup, Rossendale, Lancashire OL13 8DF

Inspection dates

6–7 December 2017

| Overall effectiveness | Requires improvement |
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| Effectiveness of leadership and management | Requires improvement |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Good |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders do not routinely monitor the effectiveness of the school's work. As a result, they do not have an accurate or complete view of the strengths and weaknesses of the school.
- Arrangements to review the performance of staff are not yet effective. The proprietor has been slow to ensure that teachers, including the headteacher, have a process to help them improve their work.
- The proprietor and leaders have not ensured that all of the independent schools standards are met.
- Pupils are not always sufficiently challenged in mathematics. Opportunities are missed for pupils to explain the reasons for their answers and deepen their understanding.
- Although safeguarding practice is effective, the school's policy for safeguarding has not been updated to reflect the latest statutory guidelines.
- Although pupils make good progress from their starting points, leaders do not have an effective system to evaluate the impact of teaching and learning.

The school has the following strengths

- The support that pupils receive for their personal development and welfare is highly effective.
- Pupils feel safe and secure in this nurturing environment. School is often a haven for them after long periods of turbulence.
- From often very low starting points, most pupils achieve well because leaders make sure that they have opportunities which motivate and interest them both in and outside of school.
- Staff are skilled in helping pupils to manage their behaviour.
- Teaching is good. Teachers build positive relationships with pupils and this contributes to their enjoyment of school and the progress they make.
- Parents and those who place pupils at the school speak very positively about it. One parent said that his child 'had completely turned around' since starting at this school.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
 - all independent school standards are met and understood
 - accurate systems are developed and implemented to evaluate the quality of teaching
 - leaders develop effective systems to track and evaluate the progress of pupils
 - those responsible for governance monitor the school's performance and hold leaders to account for pupils' outcomes
 - effective performance management systems are used to improve the work of leaders and teachers
 - the school's policies, including for safeguarding, are kept up to date and reflect the latest statutory guidelines.
- Improve the teaching and learning of mathematics by challenging the most able pupils to explain their reasoning and justify their answers.

The school must meet the following independent school standards:

- The proprietor must ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- The proprietor must ensure that accommodation for the short-term care of sick and injured pupils includes a washing facility and is near to a toilet facility (paragraph 24(1), 24(1)(b)).
- The proprietor must ensure that information provided about the school on its website is up to date and accurate (paragraph 32(1), 32(1)(c), 32(1)(d), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(g)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently (paragraph 34(1), 34(1)(a), 34(1)(b)).

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the last inspection, leaders have begun to take the necessary action to address the areas for improvement. However, they do not have a complete or accurate view of the school's strengths and weaknesses. The proprietor and the headteacher are too reliant on teachers and other staff to provide them with information about the school's work.
- Baseline tests are carried out on pupils when they arrive at school and these are well used by teachers to support learning plans for individuals. However, the checks leaders make on pupils' progress are infrequent and records are not readily available. They do not have a clear view of the progress pupils make from their starting points.
- Performance management arrangements are not rigorous enough. Records were not available for the inspection and leaders agree that discussions are informal. This means that leaders do not check some aspects of teachers' work carefully enough. Staff are not well supported to make further improvements.
- The attendance register is not accurately completed and staff have not received appropriate training on the regulatory requirements. Incorrect codes and inaccurate information in registers has not been noticed. This is because monitoring arrangements have not been rigorous enough.
- The school's website, which is part of the company website, is not up to date. Although some of this was corrected during the inspection, further work is required to make sure parents have all the information that they need about the school, including the safeguarding policy.
- The school's safeguarding policy is out of date and does not reflect the latest statutory government guidelines. However, leaders and staff have received training appropriate to these guidelines and show a good understanding of safeguarding practice.
- Leaders use therapeutic services effectively to support the needs of vulnerable pupils. This leads to good progress in pupils' social and emotional development.
- Parents say that pupils have made good progress across the curriculum since joining the school. Parents recognise that their children are engaging well in subjects where they had previously struggled.
- The curriculum has a positive effect on pupils' personal, spiritual, moral, social and cultural development. Leaders are unflinching in their determination to teach pupils about complex moral issues, as well as making sure that the curriculum promotes pupils' understanding of the full range of diversity found in modern Britain.
- Leaders make sure that the curriculum is broad and balanced. Appropriate schemes of work are in place and are enriched with a wide range of visits which support pupils' personal and academic development.
- Leaders work very hard to establish and maintain positive relationships with pupils and between all adults who work with them.
- Despite shortcomings in some aspects of leadership and management, leaders are ambitious for the school's improvement and maintain positive staff morale, which supports teaching and support staff to ensure pupils' good progress, both academically

and personally.

Governance

- The school does not have a governing body. Since the last inspection, the proprietor has appointed a new headteacher, who also successfully leads another school within the organisation. The proprietor relies heavily on information from the headteacher about the school's progress.
- The methods that leaders use to hold each other to account are not clear. The limited scrutiny of the school's work means the proprietor does not have a fully accurate view of the school's strengths and weaknesses. Although there is a school improvement plan, it is not sufficiently robust, nor used to evaluate the impact of actions taken by leaders.
- The proprietor has not ensured that the school meets all of the independent school standards.
- The proprietor has a good working knowledge of some aspects of the school's work, because he visits regularly and meets frequently with the headteacher to discuss operational matters.
- The proprietor is very committed and closely involved in the day-to-day management of the school. He works hard to develop strong working partnerships with the parents, staff, carers and other professionals that benefit pupils' personal and academic development.

Safeguarding

- The arrangements for safeguarding are effective.
- Although the school's safeguarding policy is out of date, leaders have ensured that safeguarding practice is rigorous. They work closely within the Alliance organisation to keep pupils safe at all times. Recruitment procedures are rigorous. Staff training is up to date and adults understand their responsibilities regarding first aid, reporting incidents or allegations and reporting signs of extremism through the 'Prevent' duty.
- Staff undertake appropriate and regular training. Discussions with leaders and staff demonstrate that they are familiar with the latest statutory guidance on safeguarding. They are clear about what to do if they have concerns about a pupil.
- Staff know their pupils well and are alert to any signs of concern. Pupils are well cared for by the staff team. Close working relationships with other professionals are evident in the confidential and well-organised records available to the school. These further contribute to the strong culture of safeguarding within the Alliance organisation.
- Pupils are taught how to keep themselves safe through the curriculum. Pupils' work shows that they have frequent opportunities to discuss and explore sensitive and difficult topics in a supportive environment.

Quality of teaching, learning and assessment

Good

- Teachers secure positive relationships and a strong sense of mutual respect to help pupils to develop positive attitudes to learning. Teachers receive support from well-trained pastoral staff who understand the social and emotional needs of individual pupils. This combination ensures that pupils make good progress from their starting points.

- Teachers think carefully about the ways in which they can help pupils to learn. Teachers are adaptable and responsive to pupils' needs and emotional states. Before arriving at Broadclough School, many pupils have had disruptions to their learning and have had very negative experiences. Through the sensitive approach of staff, they gain confidence and re-engage with learning.
- Teachers pay close attention during lessons to the progress that pupils make. Through careful questioning, they check pupils' understanding and positively redirect pupils who begin to lose concentration. Teachers understand that low self-esteem and lack of confidence can have a negative effect on pupils' ability to learn. Tasks are quickly adapted to suit individuals who are struggling, encouraging pupils to persevere.
- Teachers plan activities that meet the needs of qualification courses and that encourage pupils to want to achieve. Pupils make good progress towards these qualifications because assessments used in class are shared with pupils and accurately identify what more they need to learn.
- Pupils' English skills are developed well when they are given an opportunity to apply them to an authentic context. After visiting a Christmas market, for example, pupils plan and produce a newspaper to share with pupils from another school.
- The focus on reading is paying off. Regular visits to the library motivate pupils to explore a broad range of reading material, and the majority make good progress from their starting points. Pupils express positive opinions about reading. They are taught to be discerning in their reading and discuss the effect of the media on public opinion.
- Teachers challenge stereotypes through pupils' personal, health and social education. Topics include 'people trafficking' and body image and pupils explore a range of persuasive arguments. Equality issues are debated when pupils study the emancipation of women over time and the issues faced by transgender people.
- The teaching and learning of English, mathematics, science, and information and communication technology (ICT) are structured to meet course requirements and develop pupils' knowledge, skills and understanding in these areas. Teaching is generally well matched to pupils' abilities. There are occasions when opportunities are missed to deepen learning for the most able pupils by asking them to explain their reasoning in mathematics and to justify their answers.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' confidence and resilience improves after starting at the school. Adults provide a good level of care that helps pupils to settle quickly and learn effectively. Personalised plans for each pupil focus on helping them to overcome the barriers which have affected their learning in the past.
- Pupils say they feel safe at school and they understand how to keep themselves safe. This is because safety is threaded throughout the curriculum. For example, pupils are taught to make informed choices, through their discussion about the effects of drugs and alcohol and the impact of antisocial behaviour.

- Through the many physical activities that the pupils enjoy, they learn the importance of exercise in maintaining a healthy lifestyle. Leaders take pupils' interests into account. For example, pupils participate in horse riding, golf and outdoor pursuits. Pupils appreciate these opportunities. Planned weekly physical education lessons, including personalised training at a local gym, reinforce this key message. Cross-curricular work in science further supports an understanding of health and fitness when pupils study the impact of diet on the body.
- Pupils learn the importance of good mental health and well-being. Staff tackle sensitive issues about body image, self-harm, anxiety and depression, to help pupils gain a deeper understanding of the effect of poor mental health. Therapeutic services are personalised for individuals to support further their emotional and social well-being.
- The school provides opportunities for pupils to make informed decisions about their future education, employment or training. For example, they have opportunities to undertake voluntary placements within the community, including the local library, to help with their future careers.

Behaviour

- The behaviour of pupils is good. Some pupils arrive at school with difficulty in regulating their emotions. Initially, this can result in challenging behaviour. Staff build strong relationships, modelling patience and control. Staff are proficient at using de-escalation techniques. As a result, pupils begin to understand the adults' expectations of them and they make a concerted effort to comply. Pupils are mostly respectful to adults and respond appropriately to instructions. They welcome visitors and converse politely.
- School records demonstrate that the pupils' behaviour and attitudes to their learning improves over the length of time they are at the school. Pastoral and teaching staff work closely together and successfully implement effective support plans.
- Pupils' attendance improves significantly when they join the school. Staff persevere to find the right solution for individual pupils so that their attendance increases. As a result, attendance is similar to that of all pupils nationally.
- Pupils are taught to respect the views of others. Pupils recognise how negative behaviour has affected their learning in previous schools and show a determination to be successful at Broadclough Lodge.

Outcomes for pupils

Good

- Pupils make good progress from their various starting points. Pupils often have a history of low attainment and poor achievement when they join the school. Some pupils will stay in the school for short periods while an alternative placement is organised. Nevertheless, they quickly build positive relationships that help them feel safe and focus on learning.
- Pupils' good attendance supports their commitment to learning. High staffing levels support pupils who need help to catch up, especially in English and mathematics.
- Pupils are encouraged to read widely and often. Weekly visits to the local library help develop good reading habits and pupils' positive attitudes to reading a range of books and authors.
- Although leaders do not have an accurate analysis of pupils' outcomes, evidence in pupils'

books and records, discussions with teachers, other professionals and parents confirm that pupils make good progress. Teachers successfully motivate pupils who previously had little hope of completing an examination course.

- Pupils are placed on appropriate-level examination courses and are well supported academically and emotionally. Almost all pupils achieve functional skills qualifications in ICT, English and mathematics by the time they leave the school. Most successfully achieve entry-level qualifications for college, where they study GCSEs and vocational courses. This is a commendable achievement for many pupils who have missed significant periods of education.
- Pupils are well prepared for the next stage of their education. Effective careers advice supports pupils in making choices about future destinations. Pupils take part in work-related experiences and extra-curricular activities in areas to support them with their ambitions. For example, pupils aiming for a career in the army attend the cadets to gain further understanding.
- Pupils make strong progress in their personal and social development. Through the strong relationships established, pupils are taught to take responsibility for the impact of their behaviour on others. They develop life skills to support their employability and independence.

School details

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| Unique reference number | 135303 |
| DfE registration number | 888/6099 |
| Inspection number | 10038928 |

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

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| Type of school | Other independent special school |
| School category | Independent boarding school |
| Age range of pupils | 8 to 18 |
| Gender of pupils | Mixed |
| Proprietor | Paul Batty |
| Chair | Not applicable |
| Headteacher | David Cantilon |
| Annual fees (day pupils) | £15,200–£22,800 |
| Telephone number | 01706 873874 |
| Website | www.alliancehomes.co.uk |
| Email address | paulbatty1@googlemail.com |
| Date of previous inspection | 12–13 November 2014 |

Information about this school

- The school opened in 2007. A new headteacher was appointed in 2015.
- The school is registered for up to eight pupils between the ages of eight and 18.
- All pupils on roll currently have an education, and health and care plan.
- The school is part of the Alliance Care in Education organisation.
- The school offers placements for pupils unable to engage in mainstream schools.
- The school prides itself on a flexible, high staffing ratio so that every pupil has individual support when at school.
- Pupils can attend a range of off-site placements, including local colleges, vocational training centres and work experience placements. Currently, two pupils attend Burnley College for two days each week. The school also makes use of local facilities for physical

education and extra-curricular activities.

Information about this inspection

- The inspection was carried out with one day's notice. The purpose of the inspection was to check the school's compliance with the independent school standards required for continued registration.
- There were no responses to Ofsted's online questionnaire, Parent View, or via text messages. The inspector looked at feedback from parents and their representatives in pupils' records. She also spoke to representatives of local authorities who use the services of the school and also to a parent on the telephone. These views were taken into account.
- The inspector examined school documentation, including a range of policies required as part of the independent school standards. Safeguarding, behaviour and welfare documents and health and safety information were also studied.
- The inspector toured the building inside and outside.

Inspection team

Cathy Parkinson, lead inspector

Ofsted Inspector

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