

# Broadlands Hall

Little Wratting, Haverhill, Suffolk CB9 7UD

## Inspection dates

30 April 2018

### Overall outcome

**The school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraph 2(1)(a)–(b)(ii), 2(2), 2(2)(a)–(i),*

- Leaders have ensured that there is a suitable written policy on the curriculum which is accessible via the school's website. This policy is supported by appropriate schemes of work and resources. These assist teachers in planning for the complex developmental and academic needs of current pupils in Years 7 to 14.
- Leaders have created a draft curriculum for teaching Year 5 and Year 6 pupils. This planning takes clear account of national guidance and expectations. Leaders have a good understanding about how pupils' learning should progress from key stage 1. This is ensuring that staff are well prepared to plan for any pupils who arrive into key stage 2 with lower starting points.
- While some schemes of work are in skeletal form, leaders are adept at planning to meet the varied needs of pupils who attend the school. For example, staff already support a few older pupils to recognise letters and sounds successfully, through the use of key stage 1 phonics schemes.
- A specialist teacher in primary education is leading on the ongoing development of the curriculum for key stage 2 pupils. She is well supported by the three other teachers in the school who all have experience of teaching key stage 2 in other settings.

*Paragraph 3, 3(a)–(j), 4*

- As identified in the previous full standard inspection in May 2017, teaching, learning and assessment ensure that pupils in key stages 3, 4 and 5 make good progress. In particular, staff develop effective strategies to support pupils who all have special educational needs (SEN) and/or disabilities.
- In planning for the teaching of key stage 2, leaders are mindful of the need for the provision to develop more collaborative and cooperative learning opportunities for these younger pupils in their lessons than currently exist in key stage 3 and 4.

Leaders are successfully creating a learning environment that is conducive to this style of learning. Leaders are adapting a classroom to be a primary hub for younger pupils, with a focus on group working, reading and communication development.

- Staff already work with other local schools to enhance the provision that they have on offer. Pupils access specialist science laboratories and sporting facilities, and a few attend classes in mainstream schools and colleges in preparation for formal qualifications. Leaders have clear plans to develop these school-to-school links further to enhance the provision for any key stage 2 pupils who arrive at the school.
- School leaders have ensured that the standards for the quality of education in these paragraphs are likely to be met by the school if the Department for Education (DfE) decides to approve the implementation of the material change.

## Part 2. Spiritual, moral, social and cultural development of pupils

### *Paragraph 5, 5(a)–(d)(iii)*

- Leaders ensure that they provide appropriate provision to support the spiritual, moral, social and cultural development of pupils.
- Staff continue to provide the ‘endless patience and care’ identified by inspectors in May 2017. Pupils arrive at the school with complex needs and highly challenging behaviour. Adults calmly and successfully teach pupils how to modify and control their actions. Pupils develop a far more coherent understanding about the importance of rules, the rule of law, and democracy through staff–pupil interactions.
- Pupils access a variety of information about what it means to be a responsible and caring adult in British society, with diverse communities, cultures and lifestyles. Respect and tolerance are core values that the school promotes routinely through varied and extensive learning programmes. Over time, pupils become active citizens in the school community, taking roles of responsibility in the school.
- Current key stage 3 pupils spoke to the inspector thoughtfully about the challenges that younger pupils, who have SEN and/or disabilities, might have in communication and reading when they first arrive. Current pupils are highly enthusiastic about the potential opportunities for them to act as responsible buddies to any new younger children.
- School leaders have ensured that the standards for the spiritual, moral, social and culture development of pupils are likely to be met by the school if the DfE decides to approve the implementation of the material change.

## Part 4. Suitability of staff, supply staff, and proprietors

### *Paragraphs 17, 18(1), 18(2), 18(2)(a)–(f), 18(3)*

### *Paragraphs 19(1), 19(2)(a)–(d)(ii)*

### *Paragraphs 20(1), 20(2), 20(3)(a)–(b)(iii)*

### *Paragraphs 21(1), 21(2), 21(3), 21(3)(a)–(b), 21(4), 21(5)(a)–(c)*

- The proprietor and headteacher have conducted all of the necessary recruitment checks on staff prior to their appointment at the school. Statutory checks have also been made on the proprietor and the headteacher.

- The school use agency supply staff. The proprietor and headteacher ensure that the agency has undertaken all appropriate checks on these staff. More recently, leaders have enhanced their own checks on the references provided by agencies.
- The single central record of checks on staff is compliant with current requirements.
- The proprietor and headteacher are aware that any future staff will be subject to the same stringent checks before their appointment.
- School leaders have ensured that the standards for the suitability of staff, supply staff and proprietors are likely to be met by the school if the DfE decides to approve the implementation of the material change.

## Part 6. Provision of information

### *Paragraph 32(1)(a), 32(1)(c)*

- There are appropriate curriculum and safeguarding policies on the school website, alongside other essential policies.
- When the inspector arrived, some of the policies on the website were not up to date. Leaders were able to provide evidence of recently updated policies and these were placed on the school's website during the inspection.
- The lead inspector focused specifically on the implementation of the curriculum policy and safeguarding policy during this inspection. Both policies are being implemented appropriately, as already identified in Parts 1, 2 and 4 of this report.
- School leaders have ensured that the standards for the provision of information in these paragraphs are likely to continue to be met by the school if the DfE decides to approve the implementation of the material change.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1)(a)–(c)*

- Leaders demonstrate a strong understanding of the independent school standards. They understand their ongoing role in ensuring that the standards are met consistently.
- Leaders passionately promote the well-being of pupils. In particular, they are thoughtful about how they will adjust the provision for pupils' education and care in the school to take account of the differing needs of slightly younger pupils.
- Safeguarding is effective.
- School leaders have ensured that standards are likely to continue to be met by the school if the DfE decides to approve the implementation of the material change.

## **Compliance with regulatory requirements**

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change.

## School details

Unique reference number	135252
DfE registration number	935/6086
Inspection number	10048941

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Other independent special school
School status	Independent special school
Proprietor	Colonel Keith A Boulter
Chair	N/A
Headteacher	Ms Hazel Simmons
Annual fees (day pupils)	£56,798
Telephone number	01440 702559
Website	<a href="http://www.broadlands-hall.co.uk">www.broadlands-hall.co.uk</a>
Email address	<a href="mailto:hazelsimmons@broadlands-hall.co.uk">hazelsimmons@broadlands-hall.co.uk</a>
Date of previous standard inspection	9–11 May 2017

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 20	9 to 20	9 to 20
Number of pupils on the school roll	15	20	20

## Pupils

	School's current position	School's proposal
Gender of pupils	Boys	Boys
Number of full-time pupils of compulsory school age	15	20
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	15	20
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	14	20
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	14	20

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	5	5
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	19	19

## Information about this school

- Broadlands Hall is registered to admit up to 20 pupils between the ages of 11 to 20. The DfE agreed to extend this age range from 19 to 20 in 2018.
- The school has a single proprietor.

- The majority of pupils are white British
- Almost all of the pupils are from disadvantaged backgrounds.
- All pupils have SEN and/or disabilities. Most have a statement of special education needs or an education, health and care plan.
- Most pupils have autistic spectrum disorder. Almost all pupils have significant social, emotional and mental health needs.
- Most pupils are children looked after.
- The previous standard inspection was conducted by Ofsted in May 2017. The school's overall effectiveness was judged to be good. All of the independent school standards were met at the time of the inspection.
- Most pupils access some form of provision off site, such as college days or lessons in mainstream schools. They are accompanied at all times by staff from Broadlands Hall.

## Information about this inspection

- The inspection took place with two working days' notice.
- The DfE commissioned Ofsted to consider the school's request for a material change to increase the age range of pupils on roll from 11 to 20 years to 9 to 20 years old.
- The inspector observed some learning in the school.
- The inspector met with some pupils to discuss their experiences.
- Meetings were held with the proprietor, the headteacher and the senior leader in charge of developing the new key stage 2 provision.
- The inspector also held telephone conversations with local authority representatives from Oxfordshire and Essex children's services teams.
- The inspector scrutinised school policies and other documentation relating to the proposed material change.
- The school's records of the recruitment checks on staff were scrutinised. Additional documents and records relating to safeguarding matters were reviewed.

## Inspection team

Kim Pigram, lead inspector

Her Majesty's Inspector

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