

Brian Jackson College

Vision House, Units 1–6 Grove Mills, High Street, Heckmondwike, West Yorkshire WF16 0AD

Inspection dates

9 July 2018

Overall outcome

The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a–b), 2(1)(b)(i–ii), 2(2), 2(2)(a–b), 2(2)(d), 2(2)(d)(i–ii), 2(2)(e), 2(2)(e)(i–iii), 2(2)(h), 2(2)(i), 3, 3(a–j), 4

- School leaders have implemented a comprehensive curriculum policy and developed additional policies that explain how personal, social and health education; spiritual, moral, social and cultural education; and sex and relationships education are taught to pupils.
- The expectation is that the newly expanded school will offer a similar curriculum to what is already established in the current school but that the new premises will allow for an improved vocational offer and the development of employability skills. The curriculum for the proposed post-16 cohort is designed to ensure that students have an appropriate skill level in English and mathematics, as well as more time to enrich their knowledge of the world and to develop the skills needed to make a positive contribution to society in adulthood.
- The proprietor group is a national charity whose stated mission is to ensure that young people achieve their full potential in life. To support this mission, the headteacher ensures that publicly recognised qualifications are available for all pupils. The qualifications offer has a balance of core GCSEs in English, mathematics and science, which are complemented by vocational enrichment programmes to help support progression to college and work-based learning. The new premises which are part of the proposed expansion of the school have workshops and a training salon on site, and so will provide more opportunities for pupils to gain additional qualifications in realistic work environments.
- In the existing school, pupils show positive attitudes to learning and teachers provide lessons that encourage a secure knowledge base as well as developing independent study skills.
- Pupils' workbooks from citizenship, religious studies, English, science and mathematics, show that pupils are making progress in these subject areas from a

wide variety of different starting points. Pupils have taken pride in their books, which were well maintained and presented.

- The headteacher has revised the structure of the school day since the last inspection by shortening lesson and breaktimes and, as a result, pupils' engagement has improved. The headteacher has reflected on whether this timetable structure will be appropriate for the pupils with more complex needs who may join the school, if the proposed expansion is approved. She has already starting devising individualised programmes as needed for pupils currently in the school who have education, health and care plans.
- School leaders have ensured that all of the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a–b), 8, 9, 9(a–c), 10, 11, 12, 13, 14, 15, 16, 16 (a–b)

- The headteacher has ensured that there is a culture of safeguarding and restorative practice across the whole school. This is supported by a comprehensive safeguarding policy, detailed safeguarding records and safer recruitment evidence on staff files. The proprietor has invested in training for all staff and ensured that the designated safeguarding leads have received enhanced safeguarding training.
- The safeguarding policy references current statutory guidance and is accessible from the school's website.
- The headteacher models positive attitudes in her interactions around the school and has high expectations of pupils and staff. Relationships between pupils and staff are positive and this helps to foster pupils' well-being.
- The headteacher has introduced a profiling system that shows where the skills gaps are for pupils in terms of their social and communication skills, and school staff have developed interventions based on this information in order to support pupils' personal development.
- Pupils' behaviour on the short visits to lessons was calm and they were supportive of each other. The behaviour log shows that bullying is rare and pupil surveys state that staff support them to resolve any emerging issues that may occur.
- The behaviour log shows an improvement in pupils' behaviour and a reduction in sanctions over the last school year.
- Attendance is lower than the national average but shows an improving picture.
- The headteacher has established procedures to ensure the safe entry and exit of pupils to and from the building. Staff report that school rules such as not being out of lessons and handing in phones are now embedded and this has helped to communicate boundaries to pupils.
- Independent careers advice is provided by a specialist careers adviser brought in from the local authority. This adviser provides targeted support to develop careers knowledge and to support pupils' interviews with local post-16 providers.
- School leaders have produced effective risk assessments for trips and for managing

the site. The proprietor group has a specialist health and safety lead who ensures compliancy with statutory guidelines. Staff take care over the completion of the accident book and the health and safety lead monitors all near misses, accidents and incidents and reports these to trustees.

- School leaders have designed a staffing structure for the proposed expanded school that will allow the ethos and protocols that foster pupils' well-being, health and safety currently to transfer to the new premises and expanded school overall, and provide the capacity to maintain their current standards.
- School leaders have ensured that all of the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a-c), 24(1), 24(1)(a-b), 24(2), 25, 26, 27, 27(a-b), 28(1), 28(1)(a-d), 28(2), 28(2)(a-b), 29(1), 29(1)(a-b)

- School leaders have requested an increase to the number of pupils they can admit to the school as well as an increase in the upper age limit to 18. The proposed school will have an additional site to accommodate the increase in pupils on roll. The additional premises are a short drive from the school and so extend the catchment area that pupils are likely to come from.
- The estimated pupil capacity based on room size and current layout is 58 on the existing school site and could potentially be 60 on the additional school site, making a maximum physical capacity of at least 118 pupils. However, school leaders are not requesting an expansion up to statistical capacity because they believe that successful outcomes for pupils with social, emotional and mental health needs are linked to calm environments with low occupancy rates.
- School leaders are investing in new premises to form part of the proposed expanded school and these were undergoing refurbishment when visited as part of the inspection. The new building was previously used by an alternative education provider and has extensive vocational learning spaces set up for hair and beauty, construction and motor vehicle maintenance. School leaders are adding a medical room and a social space with café facilities.
- The entrance area of the current school is designed for safe access and exit with sufficient space to do well-being checks when pupils arrive in school. The new premises already have an entrance hall with reception office to the side so this will match current school systems for access and exit.
- The proprietors employ a health and safety compliance officer who is routinely doing site checks of the current and new premises to ensure that the building is safe, accessible for a wide range of pupils, staff and visitors and is compliant with health and safety regulations.
- School leaders have ensured that all of the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34 (1)(a–c)

- The governors are drawn from the proprietor group's board of trustees and have an extensive skill set which provides effective support and challenge to the headteacher. The board of trustees has scrutinised all plans and documents about the proposed school and minutes of these meetings evidence the application of the governors' experience and signals their ability to deliver the planned expansion.
- School leaders have a thorough school self-evaluation and are using this to inform their medium- and long-term planning. They have described a clear rationale to the requested expansion of the school from 32 pupils to 80 and the raising of the upper age limit to 18. School leaders have identified that there is increasing demand from local stakeholders for their provision. School leaders have engaged in transitional work with local partners to ensure that there are established service level agreements to build from if they get approval to expand the school.
- The headteacher has made changes to the school since the last inspection which are now having a positive effect. For example, the headteacher changed the structure of the school day which has meant that lessons are more compact and support the engagement of pupils, as seen during the inspection and further evidenced by improved outcomes.
- School leaders have produced a staffing structure and change management plan that shows how they expect to move from the current position of 32 pupils with 12 full-time equivalent staff to an expanded school over a period of three years.
- The school has grown out of a national charity which has a mission to support people and communities to fulfil their potential. In their expansion planning, school leaders are clear that they intend to grow in a cautious manner, taking into account the need to protect their current offer and ethos.
- The chair of the governing body is also the chair of the board of trustees and communicates their commitment to the mission of the school.
- School leaders have ensured that all of the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

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	132732
DfE registration number	382/6026
Inspection number	10056110

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	Independent special school
School status	Independent
Proprietor	National Children's Centre
Chair	Dr M Sills
Headteacher	Miss J Green
Annual fees (day pupils)	£10,600
Telephone number	01924 408306
Website	www.yorkshirechildrenscentre.org.uk
Email address	bjcadmin@yccuk.org.uk
Date of previous standard inspection	1–3 March 2016

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	13 to 16	13 to 18	13 to 18
Number of pupils on the school roll	21	80	80

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	32	80
Number of part-time pupils	Not applicable	Not applicable
Number of pupils with special educational needs and/or disabilities	32	80
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	3	Not applicable
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	3	Not applicable

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	12	29
Number of part-time teaching staff	3	3
Number of staff in the welfare provision	Not applicable	Not applicable

Information about this school

- This is a special school for pupils aged 13 to 16 years with social, emotional and mental health needs. The school is owned by the National Children's Centre charity.

- Pupils may have an education, health and care plan but this is not a requirement to be admitted to the school. Referrals to the school come through the local authority and places are also commissioned direct by local schools.
- The school currently has capacity for 32 pupils with 21 on roll at present.
- The school currently has a staff team of 14 (headteacher, deputy headteacher, two teachers, three tutors, six pastoral support workers and examinations officer).
- The school's last standard inspection was in March 2016. There has been no change of headteacher or chair of the governing body since that inspection.
- The proprietor group provides the function of governance in the form of a board of trustees with a local governing body for the school which meets termly.
- The school has no specific specialism or religious affiliation.
- The school is currently based on one site and does not use any alternative education provision at present.

Information about this inspection

- This material change inspection was commissioned by the Department for Education to consider the school's application to extend the age range of pupils taught at the school from 13 to 16 to 13 to 18 years of age, and to increase the school's maximum capacity from 32 pupils to 80 pupils. The Department for Education requested a particular focus on sections 1, 3, 5 and 8 of the independent school standards and that the anticipated capacity in both of the buildings that would comprise the school was explained.
- This was the school's first material change inspection.
- The inspector met with the proprietor's representative, governors and school leaders, including the designated safeguarding leader, to discuss the implications and preparations for the proposed material change.
- The inspector visited Year 9 and Year 10 lessons and scrutinised pupils' workbooks. The inspector toured the school to view all aspects of the current premises, as well as looking around the proposed additional premises which were in the process of refurbishment at the time of the inspection.
- The inspector scrutinised documentation taken from the school website and provided by the headteacher during the course of the inspection. These documents covered all aspects of school life and included the school's curriculum policy, plans for GCSE and vocational qualifications, school policies, and staff files and procedures including those relating to safeguarding and pupils' safety.

Inspection team

Patricia Head, lead inspector

Ofsted Inspector

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