

# Broadstones

133 The New Bungalow, Broadstone Road, Reddish, Stockport SK4 5HS

## Inspection dates

26–28 March 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Strong and committed leadership by the headteacher and proprietor has ensured that this is a good and improving school. The school fulfils its stated mission to 'educate, motivate and inspire young people in a nurturing environment'.
- The school leaves nothing to chance when it comes to safeguarding. Work to promote the personal development and well-being of pupils is outstanding.
- Teaching is good. Both academic and vocational staff are skilled at matching their teaching to individual pupils' needs. However, the quality of teachers' questioning skills is inconsistent.
- All pupils, including those who have spent long periods out of education, make good progress in a range of subjects.
- The personalised curriculum is tailored to capture pupils' interests and to meet their educational needs. However, there are few enrichment opportunities or extra-curricular activities.
- The school staff work hard to make sure that every pupil leaves with qualifications which will lead to further education, training or employment. Some pupils' opportunities are limited because of their weaker literacy and communication skills.
- Pupils have a good understanding of the British values which underpin society. Effective spiritual, moral, social and cultural development is delivered in all elements of the curriculum.
- Pupils' behaviour is good. The school has a well-thought-through system of rewards which encourages pupils' participation and achievement. Staff are skilled at supporting pupils so that they learn to manage their own behaviour and to focus on positive and productive activities.
- The proprietor and management committee are highly effective in ensuring that the independent school standards are consistently met. Together, they have the knowledge, skills and expertise to challenge school leaders to improve further.

### Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## Full report

### What does the school need to do to improve further?

- Further improve outcomes for pupils by ensuring that:
  - teachers use questioning effectively to encourage deeper thinking and more reflective responses
  - pupils have more opportunities across the curriculum to enhance their literacy and communication skills
  - suitable enrichment and extra-curricular opportunities are provided to enable pupils to gain wider experiences and broaden their horizons.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher is determined to ensure that every pupil has the opportunity to enjoy education and achieve qualifications. The proprietor and other members of the management committee are very closely involved with the running of the school. They share the same vision, commitment and enthusiasm as the headteacher.
- All the areas identified for improvement at the previous inspection have been addressed. Some members of the management committee have undertaken extra training. There are more opportunities for staff to share good practice. The finance director has ensured that there are new and stimulating resources available for teachers and pupils.
- The manager of teaching and learning provides training for academic and vocational staff and regularly observes them at work. She offers both challenge and support to staff. She is ambitious to help staff to develop their skills further. Consequently, the checking on the quality of teaching and learning in the school is effective.
- The vocational setting managers are passionate about providing pupils with the necessary skills to earn a living and find fulfilment in their work. Pupils appreciate the commitment and expertise of these managers.
- All staff are included in a fair appraisal system which sets targets and leads to salary progression.
- School leaders embrace the concept of nurture. Leaders are working towards gaining recognition as a school which develops and embeds a high level of nurturing provision. Leaders want the pupils to feel safe and valued so that the pupils can begin to learn.
- The school has developed a comprehensive assessment and progress tracking system for recording pupils' performance in all subjects. This means that teachers can identify immediately if pupils' progress slows. Teachers can then take appropriate action to support pupils to catch up.
- Leaders have developed an equally effective system for closely tracking and monitoring pupils' behaviour. The school and the two main vocational centres are all linked on the same online system. Information can be shared instantly if any concerns relating to pupils need to be addressed.
- The curriculum is very well adapted to the needs, ambitions and interests of pupils. There is a balance of academic and vocational subjects. All pupils follow academic courses in English, mathematics, science, information technology and personal development. Vocational subject choices include construction, music, creative arts, hair and beauty, health and social care, travel and tourism, cycle maintenance, sport and outdoor learning. Pupils gain a range of qualifications following these courses. At present, enrichment activities and extra-curricular opportunities are limited.
- Spiritual, moral, social and cultural themes, as well as an appreciation of British values, are threaded through the entire curriculum. There is a strong focus on encouraging pupils to adopt healthy lifestyles and to make them aware of risks. The school regularly includes 'special awareness days' in the curriculum. These include events such as 'national stress awareness', 'mental health day' and 'Holocaust Memorial Day'.

- Good-quality and impartial careers advice and guidance are available to all pupils to help them to make choices about their future.
- Parents and carers write glowingly about the school's work. Comments such as 'The school has given my son confidence, improved his health and made him happy' are typical of the comments received. Parents feel that the school has given their children a better future.
- High staff morale is evident in the very positive feedback from the staff questionnaire and from discussions with teachers.

## **Governance**

- The governance of the school is excellent. The school has improved and developed every year since it opened in 2015. Leaders are vigilant in ensuring that the independent school standards are met.
- The management committee comprises the proprietor, the chairperson, the finance manager, the headteacher and the head of teaching and learning. They make an excellent team, sharing the vision and dedication to improve the school. The management committee meets regularly. It has a detailed understanding of strengths and weaknesses and how to take the school forward. For example, members have recently appointed an attendance officer to help to improve the rates of attendance.
- The committee has a detailed development plan, one element of which is to increase the number of pupils on roll once larger premises can be sourced. The management committee is very ambitious for the school, for pupils and for staff. Members have created a successful academic learning environment, as well as offering high-quality vocational training to all pupils. The proprietor has opened a vocational centre at The Vale and the Salon Academy, which are linked institutions with the same ethos and ambition as the main school.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- All policies and procedures necessary to safeguard pupils are in place, up to date and meet current government requirements. The child protection and safeguarding policies are published on the school's website.
- There are regular training opportunities for staff. They confirm that they feel well prepared, able to identify any concerns and know how to proceed in different circumstances.
- The headteacher is the designated safeguarding lead. Several other staff are also trained to the same level, so there is always expert help at hand in the event of the headteacher's absence.
- Several staff have completed safer recruitment training. There is always at least one trained person at interviews.
- The school has strong partnerships with parents and community groups. Leaders are made aware of any particular issues in the neighbourhood, and so are better able to protect pupils from harm.
- The site is safe and secure. Entry is only through locked gates once a person has been identified, at both the school and the vocational centres.

## Quality of teaching, learning and assessment

**Good**

- Teachers are ambitious for their pupils and encourage them to aim as high as possible. Teachers work hard to make learning interesting and enjoyable. All learning is planned around pupils' interests and linked to their individual learning plans.
- All staff have an in-depth knowledge of working with pupils with special educational needs and/or disabilities (SEND). This enables staff to support their pupils in making strong progress and overcoming barriers to learning.
- In vocational subjects, teachers and tutors share their enthusiasm and expertise in ways which inspire and enthuse pupils. During the inspection, pupils were practising construction skills. They enjoyed the workshop environment and demonstrated a good knowledge of health and safety rules.
- Pupils at the salon were revelling in the experience of working in a 'real' hairdressing salon, even though the Salon Academy is actually part of the school. All the staff provide good role models, sharing not only their expertise but also their life skills. This encourages pupils' interest and engagement. It also prepares them well for the wider world.
- Staff in the vocational centres use the same systems as those teaching academic subjects. Staff rate pupils' behaviour, attitude and application throughout the day. This means that there is strong consistency in behaviour management across the school.
- In both academic and vocational subjects, there is trust and high-quality relationships between staff and pupils, based on mutual respect. This promotes pupils' learning in a safe, calm environment and supports them to make good progress. Pupils respond well to teachers' praise, which builds pupils' self-confidence and resilience.
- The very effective tracking system, which is updated almost daily, gives staff a precise knowledge of pupils' skills and abilities. This ensures that the most able and those who need extra support are challenged at the right level.
- Problem-solving in mathematics and science helps to deepen pupils' understanding of the importance of mathematics in everyday life and to be aware of basic scientific principles. Teachers make sure that pupils have regular opportunities to practise working in examination conditions to prepare them for GCSE-style questions.
- Nearly all pupils gain qualifications in English. However, there are limited opportunities to promote pupils' literacy and communication skills across all subjects.
- Teachers have a range of strategies to test pupils' knowledge and understanding. Some teachers ask probing questions which require pupils to think deeply and explain their answers. This is not consistent across all subjects.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils who have previously failed to engage with education are often transformed by this school. Pupils were keen to explain that some of them have never enjoyed school before,

but here they do. For the first time in their education, some pupils find a joy in learning, develop confidence and self-esteem and experience success.

- The school's 'RATE me' system enables pupils to gain credits and learn how to manage their behaviour. Teachers award points after each lesson for pupils' attitudes to learning, progress and behaviour.
- There is a strong focus on helping pupils to learn how to keep themselves safe in risky situations, such as the misuse of drugs and alcohol, safety on the road and the dangers of using the internet and social media incorrectly. Pupils can discuss their learning on these issues with considerable maturity.
- Pupils look forward to physical education and sporting activities. They understand the link between regular exercise, physical fitness and mental health.
- All pupils report that they feel safe and nurtured in school. They say that there is no bullying, but sometimes there is occasional banter. Pupils recognise that banter can be hurtful and should only be used in a positive way. They know that staff will always intervene if the banter goes too far.
- All pupils follow courses in personal development, beliefs and values, and British values. These provide them with an excellent awareness of the importance of tolerance, respect and freedom of speech. Pupils are well aware of equalities legislation and what is meant by the protected characteristics.

## Behaviour

- The behaviour of pupils is good.
- Behaviour around the school and the vocational centres is typically good. Lessons are rarely disrupted because pupils learn how to control their feelings and emotions and to manage their own behaviour.
- When pupils start in the school, they sometimes demonstrate very challenging behaviour. However, once they have settled into the nurturing environment, they respond well to the skilled behaviour management strategies of the staff. The pupils then begin to learn.
- Any individual instances of challenging behaviour are managed very effectively by staff. Records show a marked improvement over time in the behaviour of all pupils and in their engagement with learning.
- Although attendance overall is below the national average, the school is highly successful in improving the attendance of nearly all pupils.

## Outcomes for pupils

**Good**

- In 2018, leavers at the end of Year 11 gained qualifications in English, mathematics, science, employability and personal, social and health education (PSHE). Some pupils gained GCSE passes in English, mathematics and human biology.
- All pupils gained a good range of vocational qualifications in areas such as creative arts, health and social care, music, construction, sport and beauty therapy. Pupils enjoy these practical subjects. They often discover that they have an aptitude and skills in areas they had never previously considered.

- Current pupils in Year 11 are on track to achieve even more qualifications, as many have already gained entry-level passes and are working on levels 1 and 2, building on this earlier success.
- Scrutiny of pupils' files of work shows that they respond well to the continuous assessment systems used by the school. Pupils make consistently good progress.
- In mathematics and science, pupils gain confidence in using subject-specific vocabulary. They have the opportunity to investigate topics and solve problems.
- Pupils' files of work in English show good progress over time. There are fewer opportunities to increase their writing skills in other subjects. The school is working hard to promote a greater enjoyment of reading by investing in resources and encouraging pupils to read a wider range of texts. However, lower levels of literacy remain a barrier to learning for some pupils.
- The employability course that all pupils follow prepares them well for the world of work or further study. Pupils have useful careers education. They learn how to write application forms and how to prepare for interviews. The school prides itself on ensuring that all pupils move on to post-16 courses in colleges or go on to apprenticeships.
- Pupils are prepared well for the future. This is due to the range of qualifications they achieve, their understanding of British values and the diversity of modern Britain, and the increased self-confidence that pupils gain.

## School details

Unique reference number	142225
DfE registration number	356/6000
Inspection number	10067923

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.

Type of school	Other independent special school
School category	Independent special school.
Age range of pupils	13 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	14
Proprietor	John Gibbins
Chair	Elizabeth Evans
Headteacher	Alec Dean
Annual fees (day pupils)	£33,000–£39,000
Telephone number	0161 820 1974
Website	<a href="http://www.broadstonesschool.co.uk">www.broadstonesschool.co.uk</a>
Email address	<a href="mailto:headteacher@broadstonesschool.co.uk">headteacher@broadstonesschool.co.uk</a>
Date of previous inspection	12–14 July 2016

## Information about this school

- Broadstones opened in September 2015. It caters for pupils who find traditional school settings problematic and for those who find learning through vocational activities beneficial. The school also caters for young people on the autistic spectrum.
- Most pupils join the school after a history of exclusion and long-term absence from mainstream schools or other special school provision.
- The school is registered for 15 pupils aged from 13 to 16 years.
- Currently all pupils have an education, health and care plan. Some pupils are looked after by various local authorities.



- The school uses a variety of external education providers, including Rubbersoul, Cycloan, The Vale and The Salon Academy.

## Information about this inspection

- The inspector observed learning in English, mathematics, science and employability skills on the school site. She visited the vocational alternative providers, spoke to managers and observed teaching and learning in construction, cycle maintenance and hairdressing.
- Pupils' files of work were scrutinised by the inspector.
- Meetings were held with the proprietor, the headteacher, the teaching and learning manager, members of staff and the entire management committee.
- The inspector spoke informally to pupils in the vocational centres and held a formal meeting with pupils in the school.
- Pupils' conduct was observed in lessons and at breaks and lunchtimes.
- The inspector examined a wide range of documentary evidence. This included records and checks on the suitability of staff to work with children and the school's safeguarding arrangements. School policies and procedures to check on the school's compliance with the independent school standards, the school's monitoring of teaching and learning, and attendance and behaviour records were also scrutinised.
- The inspector took account of the 12 questionnaires returned by members of staff.
- The views of parents were gained from the six responses to Ofsted's online parental questionnaire.

## Inspection team

Judith Straw, lead inspector

Ofsted Inspector

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