

# Brearley Hall School

Brearley Hall, 1 Burnley Road, Luddendenfoot, Halifax, West Yorkshire,  
HX2 6HS

## Inspection dates

18 March 2021

### Overall outcome

**The school is likely to meet all the independent school standards when it opens**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j) and 4*

- Leaders have made sure that the curriculum plan in place is supported by schemes of work for each curriculum area. When the school opens, schemes of work will be personalised to the needs of prospective pupils using the same approach used in the sister schools run by the company.
- The headteacher is clear that as many prospective pupils as possible should return to mainstream schools. The planned curriculum reflects this as it is linked to the national curriculum.
- Leaders recognise that some pupils may not be able to make the journey back to mainstream schools as their needs are too great. The planned curriculum enables these pupils to gain a range of accreditations while remaining at the school.
- Through proposed visits to a variety of places of worship and opportunities to debate current issues in daily 'newsround' sessions, leaders have ensured that prospective pupils will understand British values.
- Local authority services are to be used to offer prospective pupils unbiased careers education.
- The proprietor is clear that the school will only employ qualified staff to teach pupils. Leaders believe this will ensure that staff are knowledgeable in different subject areas and will plan learning effectively.
- Assessing pupils' knowledge and understanding is to be carried out in lessons and at the end of units of work. Pupils' starting points will be assessed by teachers and therapists. This, it is planned, will enable staff to help prospective pupils to start learning again.
- School leaders have ensured that the standards in this part are likely to be met.

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

*Paragraphs 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)*

- School leaders plan to ensure that pupils develop an understanding of the spiritual, moral, social and cultural aspects of the curriculum through the personal, social and health education curriculum. For example, it is planned that pupils will learn, through world study, how people live in other cultures and countries.
- Part of the school's ethos is to ensure that pupils become successful learners. Leaders believe that this contributes directly to improving pupils' self-esteem and self-confidence.
- Behaving well is to be rewarded using a points system. This enables pupils to collect points over a period of time which are then used to purchase a chosen article. This system, which is used in the company's other schools, enables pupils to develop the important skill of working to achieve something you really want.
- Leaders are keen for pupils to contribute to the local community. Planning and holding Macmillan coffee mornings and decorating trees near The Piece Hall in Halifax will help pupils to understand the ways they can help others.
- Pupils in the company's sister schools have met councillors and the mayor in their local council chambers. Similar visits are planned for prospective pupils at the school in order to help them develop a respect for public institutions and services.
- Leaders have followed national guidance and have ensured the prospective school will deliver relationships and sex education. Included in this is a section to ensure that pupils develop an understanding of groups protected by The Equality Act 2010.
- School leaders have ensured the standards in this part are likely to be met.

## Part 3. Welfare, health and safety of pupils

*Paragraphs 7, 7(a), 7(b), 9, 9(a), 9(b), 9c, 10, 11, 12, 13, 14, 15, 16, 16(a) and 16(b)*

- School leaders have ensured that the school's safeguarding policy and proposed practice link closely to the guidance within 'Keeping children safe in education' (2020).
- The school's single central register shows that the required safer recruitment checks have been undertaken for staff who have already been appointed.
- Staff have completed designated safeguarding training, as has the headteacher.
- An online system, already in place in other schools owned by the company, is to be put in place to record incidents of bullying and difficult behaviour.
- It is planned that teachers will work closely with the therapy team to support pupils to manage their behaviour. This will include the careful monitoring of incidents, so that staff can try to understand what has caused pupils' difficult behaviour.
- The school's health and safety policy is comprehensive and covers fire safety as well as the required checks for Legionnaires' disease and ensuring that fridges are kept at the required temperature. The new science laboratory has a chemical safe and the control of substances hazardous to health guidance is displayed.

- A recent fire safety audit shows that the school's building is compliant with the 2005 fire safety requirements. Leaders plan to use the same fire evacuation proforma used in their other schools, which records the required information.
- Leaders are planning to ensure that all members of staff are first-aid trained. Currently, three new staff members are waiting for the local authority courses to restart. However, there will be sufficient staff already trained to meet the legislative requirements.
- Examples of risk assessments to be used in the school were scrutinised during the inspection. The risk assessment proforma showed how leaders effectively identify risk and how risk is minimised.
- School leaders have ensured that the standards in this part are likely to be met.

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

*Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(2)(f), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a) and 21(7)(b)*

- Leaders have ensured that all the required safer recruitment checks have been carried out on staff recruited to work in the school.
- A single central register is in place which contains the names of current staff.
- Leaders have ensured the staff listed have had the required checks and these have been recorded appropriately in the single central register.
- The headteacher is knowledgeable about the required checks and follows the advice and guidance sent by the Department for Education (DfE).
- School leaders have ensured that the standards in this part are likely to be met.

#### Part 5. Premises of and accommodation at schools

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(1)(c), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b) and 30*

- The proposed school premises are finished to a high standard. The refurbished science laboratory has a gas supply, science stools and benches.
- The new classrooms are finished to high specifications and are designed to be flexible, with wall dividers which are soundproof and can be moved with ease.
- Information technology equipment is in every classroom and includes laptops for pupils and an interactive whiteboard to aid teaching.
- The toilet blocks each contain a shower which is available for pupils to use after physical exercise (PE). There are sufficient toilets to meet the needs of up to 55 pupils. All are single stall. A further accessible toilet is also available. The proprietor

and headteacher are currently reflecting on the designation of the toilets in order that they can meet the needs of any prospective transgender pupils.

- The hot water temperature was checked in both the hand basins and the showers. At the time of the inspection, the temperature of the water was low enough to not cause a scald to the skin.
- Fresh water is to be made available for pupils to drink in the kitchen area. A sign directs pupils to the correct tap.
- At the start of the inspection, the medical room was in the reception area and was provided with a temporary sink. After a discussion with the lead inspector, it was moved upstairs to a room very close to a toilet. A first aid kit was checked and found to meet requirements.
- The building has few adjoining corridors. Much of the building is entered from outside. This approach is by design as the proprietor wants pupils to spend as much time in the school's wooded grounds as possible.
- A central willow arch is to be converted, at a later stage, to an area for pupils to eat their lunch.
- The school stands in 43 acres of woodland and fields. The old tennis courts have been converted into a grassed area, suitable for teaching a range of PE and games.
- The school has employed a forest-school-trained teacher who, it is planned, will lead the outdoor curriculum.
- Both external and internal lighting meet requirements.
- School leaders have ensured that the standards in this part are likely to be met.

#### Part 6. Provision of information

*Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(e), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g), 32(4), 32(4)(a), 32(4)(b) and 32(4)(c)*

- The school has a website.
- All relevant information is available in the school prospectus which is in paper format and on the website.
- All of the school's policies and procedures are made available in paper form, including the safeguarding policy, should parents request them.
- Leaders intend to provide parents with an annual report which provides information about the progress and attainment of each pupil in each subject area. A proforma for this was viewed by the inspector at the time of the inspection.
- The proprietors are aware of the need to provide information to local authorities for annual reviews. Leaders are proposing to employ a special educational needs coordinator to carry out this role, which is currently the headteacher's.
- Leaders have ensured that the standards in this part are likely to be met.

## Part 7. Manner in which complaints are handled

*Paragraphs 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii) and 33(k)*

- The school's proposed complaints policy meets the requirements of the independent school standards. The policy lays out clearly the stages required to investigate a complaint in a timely manner.
- It is planned that parents who wish to access the policy may do so through the school's website, or by application to the school's office.
- Leaders have ensured that the standards in this part are likely to be met.

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

*Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- The leadership team have carried out thorough research on the need for a new school within the locality. Discussions with local authorities would suggest that there is likely to be a need because of the numbers of prospective pupils.
- Leaders aim to provide an education which allows pupils to access regular therapy sessions from the on-site therapy team. It is planned that a close working partnership between therapy and education will support pupils to access and succeed in learning.
- Leaders aim to engage pupils, raise their self-esteem and expectations of their own abilities and address their emotional needs.
- Leaders are passionate about delivering a high-quality curriculum in a rural setting which enables pupils to explore and learn through nature.
- Leaders and the proprietor recognise the importance of supporting younger pupils who are at an earlier stage in their school career, with the hope of returning them to mainstream settings.
- This will be the third school which the proprietorial body has opened. The proprietors are knowledgeable and are clear about how they will go about holding the headteacher to account in order to improve the school further.
- Leaders have ensured that safeguarding practice and procedures are likely to be secure and that pupils' welfare requirements are likely to be met.
- Leaders have ensured that the standards in this part are likely to be met.

## Schedule 10 of the Equality Act 2010

- The school has in place an accessibility plan which details how leaders will improve accessibility for pupils with a disability over the next three years. It is intended that it will be modified to meet the needs of individual prospective pupils.

## **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.

## Proposed school details

|                         |          |
|-------------------------|----------|
| Unique reference number | 148537   |
| DfE registration number | 381/6026 |
| Inspection number       | 10181315 |

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

|                                      |  |
|--------------------------------------|--|
| Type of school                       | Other independent school   |
| School status                        | Independent special school   |
| Proprietor                           | Timeout Children's Homes Ltd   |
| Chair                                | Dominic Macauley   |
| Headteacher                          | James Docherty   |
| Annual fees (day pupils)             | £45,000  |
| Telephone number                     | 01422 820510   |
| Website                              | <a href="http://www.timeouthomes.co.uk">www.timeouthomes.co.uk</a>                       |
| Email address                        | <a href="mailto:james.docherty@timeouthomes.co.uk">james.docherty@timeouthomes.co.uk</a> |
| Date of previous standard inspection | Not previously inspected   |

## Provider already operating

|   |     |
|---|-----|
| Number of pupils of compulsory school age   | 0   |
| Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority | 0   |
| Total hours operating as a school per week  | N/A |
| Total hours of teaching provided per week   | N/A |

## Pupils

|                                     | School's current position | School's proposal | Inspector's recommendation |
|-------------------------------------|---------------------------|-------------------|----------------------------|
| Age range of pupils                 | N/A                       | 7–16              | 7–16                       |
| Number of pupils on the school roll | N/A                       | 50                | 50                         |

## Pupils

|  | School's current position | School's proposal |
|--|---------------------------|-------------------|
| Gender of pupils   | N/A                       | Mixed             |
| Number of full-time pupils of compulsory school age  | N/A                       | 50                |
| Number of part-time pupils   | N/A                       | 0                 |
| Number of pupils with special educational needs and/or disabilities                              | N/A                       | 50                |
| Of which, number of pupils with an education, health and care plan                               | N/A                       | 50                |
| Of which, number of pupils paid for by a local authority with an education, health and care plan | N/A                       | 50                |



## Staff

|   | School's current position | School's proposal |
|---|---------------------------|-------------------|
| Number of full-time equivalent teaching staff | 3                         | 6                 |
| Number of part-time teaching staff            | 0                         | 0                 |
| Number of staff in the welfare provision      | N/A                       | N/A               |

## Information about this proposed school

- The proposed school is situated on the outskirts of the town of Hebden Bridge.
- The proposed school plans to meet the needs of pupils with social, emotional and mental health needs and other associated special educational needs and/or disabilities.
- The proposed school does not have a religious denomination.
- The proposed school does not intend to use alternative education provision.
- The proposed school will have an on-site therapy service.

## Information about this inspection

- The pre-registration inspection was commissioned by the DfE.
- The inspection was the first pre-registration inspection for the proposed school.
- The school was not operating at the time of the inspection.
- The inspector analysed documents provided by the proprietor prior to the inspection and others on-site. These included safeguarding documents, the curriculum policy and schemes of work, health and safety documents and some examples of risk assessments.
- The inspector met with the headteacher and the proprietor and discussed the proposed arrangements for safeguarding pupils and the proposed curriculum.
- The inspector also carried out an inspection of the premises and outdoor provision.

## Inspection team

Marian Thomas, lead inspector

Ofsted Inspector

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