

Broadwood School

252 Moorend Road, Pellon, Halifax, West Yorkshire HX2 0RU

Inspection dates

25 June 2021

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1)-2(1)(b)(i), 2(2)(a)-2(2)(b), 2(2)(h), 2(2)(i)

- The school's curriculum policy describes the subjects which pupils will follow. The policy is based on taking an individual approach, to try to best meet each pupil's needs.
- The range of subjects is broad, providing pupils with a variety of experiences and opportunities. These include 'academic' study, and practical and vocational learning. Detailed schemes of work are in place, such as in English. Leaders are in the process of revising their existing subject plans in other subjects.
- Older pupils have the opportunity to study nationally accredited awards, such as GCSEs and BTECs, in a range of subjects. Such subject awards include English, mathematics, science, art, computing, food technology and business studies.
- Within subject study, staff are alert for opportunities for pupils to pursue areas of their own interest. In art, for example, pupils are encouraged to create artworks which combine the required techniques with topics which inspire them.

Paragraph 2(1)(b)(ii), 2(2)(d)-2(2)(d)(ii), 3, 3(i), 3(j)

- Leaders' curriculum plans support the school's vision and ethos, which is to be a caring and respectful environment. Pupils told the inspector that staff insist on respectful conduct and attitudes, and challenge it whenever a pupil falls short of expectations. Pupils spoke positively about the curriculum for personal, social, health and economic education (PSHE), such as the teaching about drugs and alcohol and different religions.

Paragraph 2(2)(e)-2(2)(e)(iii)

- Pupils are supported in receiving careers guidance. Primarily, this is arranged in conjunction with local authorities' special educational needs and/or disabilities teams, so that a tailored approach can be taken. For instance, leaders and local authorities work together to create pupil transition plans into appropriate post-16 provision.

Paragraph 3, 3(a)- 3(h), 4

- Teachers and education support workers (ESWs) follow curriculum plans in lessons. In all of the lessons visited, teachers showed secure subject knowledge. ESWs support pupils appropriately with the subject content, helping pupils to increase their understanding.
- In all classrooms, teachers and ESWs make appropriate use of subject resource materials. Careful 'baseline' assessments of pupils when they join the school provide staff with helpful information about how to plan to meet pupils' learning needs.
- Throughout the school, pupils are involved in their learning as a result of staff's effective use of teaching methods. Pupils told the inspector that they can see the connection between lessons, and that teaching feels planned for them from one lesson to the next.
- During the inspection, pupils behaved responsibly and with consideration for others. There are strong relationships between staff and pupils. All staff work hard to maintain the calm, purposeful atmosphere in lessons.
- The standards in this part are met.

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

Paragraph 5, 5(a), 5(b)-5(b)(vii), 5(c), 5(d)-5(d)(iii)

- Through the school's PSHE curriculum, pupils learn about a range of topics. These are addressed during the school's 'morality week' and 'spiritual education' programme, and include racism, different religions and cultures, and anti-bullying.
- Pupils have opportunities to learn about the importance of individual responsibility, and how they can contribute to their local community. For example, pupils recently helped to build a herb garden for elderly local residents, and participated in a sponsored walk in aid of 'Help for Heroes'.
- Leaders keep a very close eye on who is allowed into school to talk to the pupils, and on what subjects. For instance, pupils recently experienced talks from the local fire service.
- The standards in this part are met.

Part 3. Welfare, health and safety of pupils

Paragraph 9, 9(a)-9(c), 10, 14

- During the inspection, pupils behaved well. Staff told the inspector that this was generally the case. Pupils agreed. Staff and pupils reported that when a pupil's behaviour is challenging, it is well managed by staff. The behaviour policy is adhered to consistently. Records of sanctions for poor behaviour are kept in pupils' files.
- Pupils reported that bullying is not a problem in school. They said that if starts to appear, staff are quick to step in and deal with it.
- Throughout the inspection, staff maintained appropriate supervision of pupils in classrooms and around the school site. This contributes to the positive atmosphere and standard of behaviour.

Paragraph 11, 12, 13, 16, 16(a), 16(b)

- The proprietor body's policies for health and safety, fire safety and first aid are fit for purpose. Fire safety records show the dates of fire drills and include a specialist contractor's fire risk assessment. Records of first aid are thorough.
- The health and safety policy and associated risk assessments show that predictable risks have been assessed. Appropriate risk assessments have been put in place.

Paragraph 15

- The admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.
- These standards are met.

Paragraph 7, 7(a), 7(b)

- Leaders make use of one alternative provision provider. However, they have not obtained written confirmation from the provider that appropriate safeguarding checks have been carried out, as set out in the Secretary of State's guidance, 'Keeping Children Safe in Education' (2020).
- While the admission and attendance register is compliant with the relevant legislation, it does not have full regard to the Secretary of State's 'School attendance' (2020) guidance. The admission register does not include the date on which any amendments were made, or the name and position of the person making the amendment.
- The system for managing, monitoring and recording the cases of pupils with long-term absence is unwieldy. Information is held in different places by different people. It is information which cannot be produced quickly and, when it is produced, requires careful piecing together to establish what action has been taken, by who, when, and with what outcome. This limits the extent to which leaders can check quickly that the necessary safeguarding arrangements are in place for these pupils.
- These standards are not 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)(iv), 18(2)(d), 18(2)(e), 18(3), 19(2)-19(2)(d)(ii), 19(3), 20(6), 20(6)(a)- 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a)- 21(3)(b), 21(5)-21(5)(a)(ii), 21(5)(c), 21(6).

- Leaders carry out the required checks on staff before they commence work at the school.
- The single central register is compliant with the relevant legislation and guidance.
- The standards in this part are met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- The proprietor body does not have a full picture of what is happening on the ground in school. It has not taken sufficient action to ensure that school leaders are following the Secretary of State's guidance for all aspects of pupil safeguarding and welfare.
- Despite the proprietor body's internal reporting system, it has not checked, for instance, on the school's use of alternative provision or the correct content of the admission and attendance register. The requirements have not been made clear to, or checked with, the headteacher.
- Leaders are making inappropriate use of the attendance code for granting pupils a leave of absence in exceptional circumstances ('Code C'). For pupils who are persistently absent over a period of many weeks, leaders are authorising the absence using Code C. While recognising the complex circumstances surrounding some pupils' long-term absence, it is not acceptable to authorise it.
- These standards are not met.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	131960
DfE registration number	381/6010
Inspection number	10192600

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 status	Independent special school
Age range of pupils	7 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Not applicable
Number of pupils on the school roll	35
Of which, number on roll in sixth form	1
Number of part-time pupils	0
Proprietor	Keys Group
Chair	David Manson
Headteacher	David Joy
Annual fees (day pupils)	£42,510
Telephone number	01422 355925
Website	https://education.keys-group.co.uk/school/broadwood-school/
Email address	jutcicrossfield@keyschildcare.co.uk
Date of previous standard inspection	5–7 March 2019

Information about this school

- Since the previous inspection in March 2019, a new headteacher and deputy headteacher have been appointed.
- The school uses one provider of alternative provision, 'OutLOUD Ltd'.
- All of the pupils attending the school have an education, health and care plan for behaviour, emotional and social difficulty.

Information about this inspection

- This inspection was commissioned by the Department for Education following concerns about proprietor oversight at another Keys Group school. The inspection was carried out without notice.
- The inspector met with the headteacher, the director of education for the Keys Group and the regional manager for the Keys Group. The inspector met with several staff in a variety of roles, and with three groups of pupils.
- The inspector held a telephone conversation with the local authority designated officer for Calderdale local authority.
- The inspector visited lessons, looked at pupils' work and scrutinised curriculum plans.
- The inspector scrutinised the school's arrangements for recruiting staff, including the single central register. He reviewed a range of safeguarding-related policies, processes and documents, including those relating to behaviour, bullying, first aid and accidents. The inspector scrutinised the school's admissions and attendance register and associated records. He reviewed a sample of leaders' management of safeguarding cases.

Inspection team

Steve Shaw, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

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