

Inspection of Broadbeck Learning Centre

Brearcliffe Drive, Buttershaw, Bradford, West Yorkshire BD6 2LE

Inspection dates:

7 to 9 December 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

This is a small, nurturing school where children feel safe. Pupils enjoy school. They attend well and work hard in lessons. Pupils trust staff and feel listened to. Each pupil has their own key worker from the school staff. Pupils spend time each week with their key worker. This helps pupils feel valued and supported.

Pupils study a wide range of subjects. All subject content is matched to the national curriculum. The long-term plans for most subjects are well sequenced. Leaders know that some plans need further development. Pupils know that teachers have high expectations of them and that lessons are important. Many pupils have missed a lot of learning before they join Broadbeck. Leaders gather detailed information on new pupils. Teachers use this information to write personal plans for each pupil. New pupils settle into school life quickly.

Leaders recognise the importance of reading and spread their enthusiasm for reading to pupils. Pupils read in school every day. Leaders help parents and carers support their child's reading at home.

All pupils enjoy a wide range of extra-curricular activities. Staff encourage pupils to try new things. For example, pupils go to a crafting club where they learn to sew and do leatherwork. Pupils are proud to share the items they make.

There is daily communication between school and home. Parents and carers value this and praise the work done by staff to meet each pupils' individual needs.

What does the school do well and what does it need to do better?

Leaders have designed an ambitious curriculum. Leaders want pupils to learn about themselves and the world around them. Pupils can gain a wide range of recognised qualifications. Teachers are passionate about their subjects. Teachers share with pupils a sense of awe and wonder about their subject.

The special educational needs coordinator and the clinical team help staff understand the additional needs of each pupil. Teachers regularly check what pupils know and can do. Many pupils have missed a lot of school before joining Broadbeck. Each pupil has a bespoke plan that explains how they learn best. Teachers use this information and subject assessments well. Pupils catch up quickly and gain confidence as learners.

There are long-term plans in place for all subjects. Most of these plans are detailed and well sequenced. The plan for religious education has recently changed and is not yet fully embedded. The plans for modern foreign languages (MFL) and music are underdeveloped.

Leaders have developed an effective whole-school reading strategy. Teachers read with pupils regularly and opportunities for reading are built into curriculum plans. There is a phonics scheme which is delivered well by trained staff. The books come with the scheme and are precisely matched to the sounds pupils know.

Pupils attend well and punctually. This is particularly impressive given that many pupils have had poor school attendance prior to attending Broadbeck. The school is calm and orderly. Staff help pupils manage their emotions. All staff model the behaviour they want to see. Pupils' attitudes to learning are very positive. Pupils concentrate in lessons and are keen to talk about what they have learned.

Leaders have developed a robust anti-bullying strategy. Older students act as anti-bullying ambassadors and help pupils support each other. Pupils said that bullying rarely happens, but if it does, staff deal with it well.

There is a rich programme to support pupils' personal development. This programme includes lessons in personal, social and health education (PSHE) as well as enrichment activities. The PSHE leader has written the policy and learning plans for relationships and sex education. The headteacher ensured that parents were consulted about this policy.

Pupils learn about British values in their PSHE lessons. These values are reinforced in other parts of school life outside of lessons. For example, pupils experience democracy through the school council and mini elections. Pupils are respectful and tolerant of people with different faiths, beliefs and lifestyles. Pupils learn about different faiths and cultures in their religious education (RE) and PSHE lessons.

All pupils have enrichment activities every afternoon. These activities include horse riding, forest school, model making, cooking, sewing, leatherwork, hair and beauty, computing, music and fitness. Leaders develop pupils' talents and interests. For example, some pupils explained how they had learned how to mix music and were now looking into possible career paths in this field. Pupils learn about the world of work from an early age. Leaders ensure that pupils have access to independent careers advice. Older pupils talk confidently about what they plan to do when they leave Broadbeck.

The proprietor's vision and values come through clearly in the school's policies and approaches. The headteacher has created a strong team dynamic. He ensures that clinical, school and care staff meet regularly to discuss pupils and agree plans to meet pupils' additional needs. All staff are involved in seeking out each pupil's potential, pushing pupils to do their best and training pupils how to cope in the wider world. All staff say they are well supported and feel valued. Staff have access to a rich internal training programme which includes meeting with teachers from other schools. The headteacher has identified a need for more subject-specific training in some curriculum areas.

The proprietor has ensured that all the independent school standards are met. This includes the requirements of the Equality Act 2010. The proprietor has established a

school board to provide additional governance for the school. This board meets half termly. The headteacher provides regular reports to the school board, who, in turn, report to the proprietor.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Staff are aware of the additional vulnerabilities of pupils in the school. Pupils trust staff and know who to talk to if anything is worrying them.

The designated safeguarding lead (DSL) is knowledgeable. She knows how to refer to external agencies for help when pupils need this. She keeps meticulous safeguarding records and monitors the progress of any concerns carefully.

The proprietor provides all staff with training in safeguarding and child protection. The DSL and her deputy have received enhanced training. The DSL keeps staff's knowledge about safeguarding up to date through regular briefings. The DSL also checks that staff have understood and retained information on how to keep children safe.

The proprietor ensures that the school premises and equipment are safe to use.

What does the school need to do to improve?

(Information for the school and proprietor)

- School leaders have ensured that most subjects have well-developed, sequential plans. However, the long-term plans in MFL and music are underdeveloped and the RE plan is new. It is not clear on these plans how pupils will revisit essential knowledge. School leaders should ensure all subjects have well-sequenced, long-term plans.
- The proprietor has an internal training programme for subject teachers. This includes networking with other subject specialists. However, there are some gaps in the subject training available to staff. Leaders should continue to broaden the training offer for teachers and support staff.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	142784
DfE registration number	380/6013
Local authority	Bradford
Inspection number	10202194
Type of school	Other independent special school
School category	Independent school
Age range of pupils	7 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	14
Number of part-time pupils	0
Proprietor	Witherslack Group Ltd
Chair	Phil Jones
Headteacher	Neil Bourke
Annual fees (day pupils)	£87,261
Telephone number	01539 566 081
Website	http://witherslackgroup.co.uk/broadbeck-integrated-therapeutic-provision
Email address	admin@witherslackgroup.co.uk
Dates of previous inspection	9 to 11 May 2017

Information about this school

- Broadbeck Learning Centre is an independent special school for pupils aged 7 to 18 years. All pupils have social, emotional and mental health needs. Some pupils have a diagnosis of autism spectrum disorder or a learning disability. Most pupils have an education, health and care plan, but this is not a requirement for admission.
- All pupils are children looked after and live in care homes owned by the Witherslack Group.
- The school has capacity for 14 pupils, with 14 on roll at present.
- The school's last standard inspection was in May 2017. The school had an emergency inspection in December 2018. The headteacher has been in post since September 2021.
- The proprietor has established a school board to provide the function of governance.
- The school uses two unregistered alternative providers.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- This inspection was carried out with one day's notice.
- Inspectors met with senior leaders, including the DSL. They also met with a range of other staff, the proprietor and chair of the school board.
- Inspectors undertook a tour of the school and visited the classrooms, social areas and other facilities. They checked the school buildings and grounds against the independent school standards.
- Inspectors did deep dives into English (including reading), mathematics, science and history. The deep dive for each subject included a meeting with curriculum leaders and a review of subject documents and plans. The deep dive also involved lesson visits, meetings with pupils and scrutiny of pupils' work.

- Inspectors observed pupils' behaviour around the school throughout the day, including breaktimes and in lessons.
- Inspectors scrutinised school documents and the arrangements to safeguard pupils. This included checking the school's safeguarding systems and the single central record, meeting with the DSL and speaking with staff and pupils about safeguarding.
- Inspectors had contact with 10 parents and carers through responses recorded on Ofsted's Parent View. They considered surveys completed by 19 staff. They met with pupils to gain their views and received 13 responses to Ofsted's pupils' survey.
- Inspectors checked the school's alternative provision documents. The lead inspector visited one of the alternative providers used by the school and spoke to senior staff in the other alternative provider.
- Inspectors spoke to representatives from local authorities who commission places at the school.

Inspection team

Patricia Head, lead inspector

Her Majesty's Inspector

Janet Keefe

Ofsted Inspector

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