

Inspection of Broadwood School

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

Inspection dates: 1 to 3 February 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

The improvement that pupils make in their behaviour, attitudes to learning and attendance is exceptional. Many pupils have previously had extremely low rates of attendance or have been school refusers. The majority of pupils now attend school every day. Current rates of attendance are better than those pre-COVID-19. Staff know pupils extremely well. Relationships throughout the school are polite and considerate. Staff act as good role models to pupils. On the odd occasion when feelings are running high, staff remain calm and deal with issues quickly and sensibly.

Pupils speak confidently to visitors and are proud to share the work they are doing. Pupils are considerate of those with different beliefs from them. They show a respectful interest in different beliefs. For example, they were keen to share with an inspector cultural and religious observances following a visit to a local mosque. Parents and carers speak very positively about the school.

Pupils achieve significantly better in some subjects than in others. They achieve consistently well in art. For the last two years, all pupils have successfully gained places at further education providers. However, the curriculum in other subjects is not as well defined or checked on, so pupils do not gain the knowledge they need. Subject leaders do not take responsibility for quality assuring their subject.

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

The proprietor and those with responsibility for governance have a clear strategic vision for this school. They recognise that it is essential that pupils learn how to take responsibility for their own behaviour and re-engage in learning. This is accomplished extremely well.

Directors have put in place Keys Group curriculum hubs. These are led by subject specialists to support subject leaders in all Keys Group schools, including this small school. However, subject leaders are not using this support regularly and effectively. Subject leaders do not know what their responsibilities are. They do not plan adequately for their subject across the key stages. They do not take responsibility for quality assuring what is being taught. They do not plan what pupils should learn and remember across all year groups. Despite this, teachers are successful at identifying gaps in learning and adapting teaching accordingly.

In English and mathematics, pupils draw on prior learning to help them understand what they are being taught now. In these subjects, teachers make good use of commercial schemes to ensure that learning is sequential. For example, in the primary department, pupils learn basic number skills, which enables them to complete more complex tasks such as multiplication and fractions as they move into the secondary department. In other subjects, learning is not linked across the two departments. It is not clear exactly what pupils should learn and remember. Teachers do not build on what pupils have learned before. For example, pupils learn

about relationships in personal, social and health education (PSHE) in both departments. However, it is not clear at what age they learn about different types of families, the legal status of marriage, stereotypes and the protected characteristics, as required in the relationships and sex education and health education statutory guidance. The curriculum does not indicate how these subjects are taught in an age-appropriate manner and how these subjects become more complex as pupils progress through school. Some subjects, such as physical education (PE) and computing, indicate activities taking place, but not what knowledge teachers expect pupils to have by the time they leave the school.

Pupils are taught to read through a sequential phonics programme. Reading is prioritised throughout the school day through class readers, libraries and daily 'drop everything and read' sessions.

School leaders provide remote learning for pupils when required. Pupils have spent little time away from school due to the pandemic. Staff have kept a close eye on pupils during these times. The good, solid relationships have meant that pupils have been minimally affected by the pandemic. However, senior leaders note the major impact that COVID-19 has had on recruitment and staffing. Difficulties in recruiting good-quality staff have directly affected the teaching of some subjects. Staff say that their workload has increased, particularly since COVID-19. Staff speak positively about the good relationships and emotional support they receive from leaders.

Safeguarding

The arrangements for safeguarding are effective.

School leaders hold daily briefings at the beginning and end of every school day. At every briefing, safeguarding is at the top of the agenda. This signifies the priority that leaders attach to safeguarding in this school. All incidents are recorded in detail and on a need-to-know basis. All staff know that it is their responsibility to report any concerns they have. The designated safeguarding lead and safeguarding governor work closely together and liaise with the appropriate authorities when the need arises.

What does the school need to do to improve?

(Information for the school and proprietor)

- The curriculum in foundation subjects does not clearly note what pupils should know and remember at each key stage or year group. Planning does not link learning at each key stage or between subjects to ensure a growing understanding. Planning does not identify the growing vocabulary that pupils should know and remember at each key stage. Consequently, pupils do not have a good depth of knowledge or vocabulary in some subjects. Leaders need to ensure that curriculum planning makes clear what they expect pupils to know and

remember. They need to make clear what the most important knowledge is that pupils should remember in and across subjects.

- Senior leaders have not made it clear to subject leaders what their responsibilities are. Nor have they ensured that these leaders have the support, knowledge and skills to quality assure their subject. Consequently, subject leaders do not plan or assess their subjects well across the school. This lack of clarity and expertise prevents some subjects from being successfully taught and minimises what pupils are learning and remembering. Senior leaders need to ensure that middle subject leaders take advantage of subject-support hubs across the company. They should ensure that subject leaders access other training and support opportunities to improve the planning and delivery of their subject, so that pupils' outcomes improve.

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	131960
DfE registration number	381/6010
Local authority	Calderdale
Inspection number	10212942
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	32
Number of part-time pupils	0
Proprietor	Keys Group Ltd
Chair	David Manson
Headteacher	Mark McQuillan
Annual fees (day pupils)	£31,512 to £42,510
Telephone number	01422 355925
Website	www.keys-group.co.uk
Email address	mark.mcquillan@keys-group.co.uk
Date of previous inspection	5 to 7 March 2019

Information about this school

- The school's last full standard inspection was in March 2019, when it was judged to be good and all the independent school standards were met. The school received an emergency inspection in June 2021, when some independent school standards were not met.
- The current headteacher and deputy headteacher are both new to post. The headteacher took up post in January 2022. The deputy headteacher started in the role in the summer term of 2021.
- The school does not use any alternative providers.
- The school provides education and care for up to 45 pupils aged between seven and 18 years who have behavioural, social and emotional needs. There are currently 32 pupils on roll, all whom have an education, health and care plan.

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.

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

- The inspection was conducted with 30 minutes' notice.
- The inspectors met with the headteacher, the regional manager, a quality assurance manager and the managing director of education, who is also the chair of governors, throughout the inspection. The lead inspector met with the chief executive officer of the Keys Group.
- Both inspectors met with pupils and staff, including subject leaders, throughout the inspection.
- Responses to Ofsted's online questionnaire for staff and Ofsted's Parent View were considered.
- Inspectors conducted deep dives in reading, PE, mathematics, science and computing. Inspectors looked at curriculum plans and pupils' work, visited lessons and spoke to pupils and teachers about these subjects. Inspectors also looked at curriculum plans and pupils' work, and observed lessons and spoke to pupils and staff about history and PSHE.
- Inspectors studied documentation, including safeguarding documentation, to ensure that the independent school standards are met.
- The lead inspector toured the building to ensure that the premises meet the requirements of the independent school standards.

The school's progress in meeting previously failed standards

During the inspection, inspectors checked whether the school now meets the independent school standards that it was judged to have failed at its previous emergency inspection on 25 June 2021.

- The outcome of this part of the inspection is: **the school now meets the previously failed standards.**

Inspection team

Jo Sharpe, lead inspector

Her Majesty's Inspector

Steve Shaw

Her Majesty's Inspector

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