

# Inspection of The New Broadwalk PRU

51 Belvedere Road, Salford, Lancashire M6 5EJ

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Inspection dates:

6 and 7 December 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils described their school as a happy and safe place. They told inspectors that staff help them to improve their attitudes to learning. Leaders deal with problems, including bullying, swiftly and effectively.

Pupils benefit from the support of staff, who get to know them well in a short space of time. This helps pupils to rebuild confidence in themselves. Pupils learn to trust adults. Their attendance improves. Pupils learn the importance of building strong relationships with their peers.

All pupils have had negative experiences of school in the past. At this school, pupils begin to experience the self-esteem that comes with success. For some pupils, this takes longer than is ideal. Leaders' lack of identification of some pupils' special educational needs and/or disabilities (SEND) exacerbates this situation.

For some pupils, leaders' expectations of what they can and should achieve are not high enough. Consequently, leaders and teachers do not enable pupils to achieve as well as they should.

Similarly, leaders' expectations of pupils' behaviour are lower than they should be. Leaders do not provide the support that staff need to manage some pupils' poor behaviour. At times, the unacceptable behaviour of a small number of pupils interrupts their own and other pupils' learning. As pupils have considerable gaps in their knowledge, this disruption causes them to miss out on opportunities to catch up with their learning.

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

Leaders intend for pupils to keep up with the curriculum that pupils in mainstream schools receive. They have ensured that the curriculum matches the ambition of the national curriculum. This is because most pupils successfully transition back to mainstream education after a few weeks, without needing to return to this school.

All pupils at this school are pupils with SEND. Leaders have thought carefully about the design of the curriculum in response to pupils' additional needs. Leaders expect pupils to catch up with learning that they have missed due to being excluded or absent from their previous schools. However, leaders do not fully realise this vision. This is because pupils' learning is frequently disrupted by the poor behaviour of other pupils.

In some subjects, leaders have thought carefully about the knowledge that pupils must learn and the order in which this knowledge should be taught. Teachers have an accurate understanding of what pupils already know, and they design learning that builds on this. Teachers check that any gaps in pupils' knowledge are addressed quickly. In these subjects, pupils' knowledge and confidence grow. Pupils develop secure knowledge in these areas of the curriculum as a result.

In other subjects, leaders do not check that staff deliver the curriculum in a logical order to help pupils to build on their prior knowledge. Some pupils forget what they have learned. Other pupils develop misconceptions that teachers do not identify or address. These pupils do not develop a rich body of subject knowledge.

Despite leaders' intentions, the work that teachers provide for some pupils does not match the ambition of the key stage 3 curriculum. This is because some teachers are confusing these pupils' lack of confidence with poor prior knowledge. At times, these pupils are unnecessarily repeating aspects of the key stage 2 curriculum. This hinders how well they learn.

Leaders ensure that all pupils have secure reading knowledge. Pupils develop an understanding and appreciation of classic and contemporary literature. They benefit from reading well-thought-out adaptations of established authors' work. Leaders also provide an attractive array of fiction and non-fiction books for pupils to enjoy. Some pupils develop an interest in reading books by their favourite authors as a result. Staff support pupils who are behind with their reading to catch up quickly. This enables these pupils to access learning in other subjects.

Leaders have not ensured that their own, and some teachers', knowledge of different types of SEND is secure. Consequently, some staff are not equipped to identify some pupils' additional needs. Some of these pupils struggle to access the curriculum. At times, their behaviour deteriorates, and they fall further behind.

In sharp contrast, the support that leaders provide for those pupils in the remote hub, the 'PIP', is more effective. This is because it is well matched to pupils' needs. The pupils in this provision achieve consistently well as a result.

Due to inconsistencies in leaders' and staff's expectations, pupils behave differently for different members of staff. Leaders do not provide effective support for staff to deal with outbursts of challenging behaviour. A small group of pupils frequently disturb others' learning. Other pupils join in with this unacceptable behaviour. This adds to pupils' anxieties and makes learning more difficult for all.

Pupils benefit from some of the learning that leaders have planned for their personal development. For example, pupils reflect on moral dilemmas, and topical issues affecting the environment. Pupils learn about looking after their own health and well-being. They understand how to keep themselves safe, especially in their relationships with others. However, leaders do not provide pupils with a suitable programme of careers education. There are limited opportunities for pupils to develop their own interest and talents. This means that pupils' preparation for their next stages of learning and adulthood is not as effective as it could be.

Those responsible for governance understand and uphold most of their statutory duties well. For example, they ensure that staff are supported to manage their workload. However, the management committee does not hold leaders to account fully for the quality of education that pupils receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that staff have a clear understanding of the additional vulnerabilities that pupils have as a result of their SEND. Staff are vigilant in identifying the potential safeguarding risks that pupils face. Leaders respond appropriately to the concerns that staff raise about pupils. Leaders make sure that pupils receive the support that they need to stay safe.

Pupils learn how to keep themselves and others safe while they are online or in their wider community. For example, they learn about the risks associated with drugs or knife crime and how to access suitable help.

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

### **(Information for the school and appropriate authority)**

- Leaders do not provide staff with suitable guidance to enable them to identify and successfully meet the additional needs of some pupils with SEND. Teachers do not appropriately adapt the delivery of the curriculum for these pupils. At times, these pupils become frustrated, and they misbehave. Leaders should provide appropriate training so that all staff know how to meet the additional needs of pupils with SEND.
- Leaders allow the unacceptable behaviour of a small, but significant, number of pupils to disturb learning. This prevents some pupils from learning all that they should. Leaders must ensure that all staff have the support that they require to maintain the highest standards of behaviour in every classroom.
- Leaders' checks on how well the curriculum is implemented are not as effective as they should be. Consequently, the quality of pupils' learning across subjects is uneven, and some pupils are allowed to develop misconceptions. Leaders should ensure that they carry out suitable checks on how well teachers are delivering the curriculum. They should also ensure that teachers identify and address pupils' misunderstandings.
- Some teachers do not design learning activities that enable pupils to achieve all that they should. As a result, pupils sometimes unnecessarily repeat work that they have already done in key stage 2. Leaders should ensure that teachers choose the most appropriate activities to enable pupils to learn new knowledge. These activities should reflect the intent of the curriculum.

## 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.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	132741
<b>Local authority</b>	Salford
<b>Inspection number</b>	10200838
<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	11 to 14
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	41
<b>Appropriate authority</b>	Management committee
<b>Chair of management committee</b>	Sue Woodgate
<b>Headteacher</b>	Olwyn Naylor
<b>Website</b>	<a href="http://www.thenewbroadwalk.co.uk">www.thenewbroadwalk.co.uk</a>
<b>Date of previous inspection</b>	4 December 2018, under section 8 of the Education Act 2005

## Information about this school

- The school caters for pupils who have been either permanently excluded from a mainstream school or are in danger of being permanently excluded. All pupils have social, emotional or mental health difficulties. Some pupils are in the process of having their education, health and care (EHC) plan finalised. When their EHC plan is finalised, these pupils will move to specialist provision.
- The school is housed on two sites. Most pupils attend the main site. A small group of pupils attend at another site a short distance away from the main school, which is called the 'PIP'.
- The school does not meet the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- Leaders use two unregistered alternative providers for pupils.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the executive headteacher, the headteacher and other leaders in the school.
- An inspector spoke with members of the management committee, including the chair of this committee. She also spoke with a representative of the local authority. Some of these conversations were on the telephone.
- Inspectors looked at a range of documentation relating to safeguarding. This included the school's central record of staff and visitors, staff training records, records of safeguarding and samples of the records kept on individual pupils.
- An inspector listened to pupils read to a familiar adult.
- Inspectors carried out deep dives in English, science, computing and personal, social, health and economic education. They spoke with the leaders of the curriculum. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils.
- Inspectors observed pupils' behaviour at breaktimes and lunchtimes. They observed pupils' behaviour as they moved around the school. Inspectors scrutinised leaders' records of pupils' behaviour.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors spoke with parents as they dropped their children off at school. There were no responses to Ofsted Parent View or free-text responses.
- Inspectors considered responses to Ofsted's online survey for staff.
- There were no responses to Ofsted's online survey for pupils.

## Inspection team

Claire Cropper, lead inspector

His Majesty's Inspector

Dawn Farrent

Ofsted Inspector

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