

Broadwood School

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

Inspection date

13 October 2023

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

Paragraphs 1 and 2

- These standards were met at the previous standard inspection in February 2022.
- Since then, leaders have made significant changes to the curriculum. Long-term planning now makes clear the links between different subjects. It outlines the prior knowledge pupils should have.
- Leaders ensure that pupils experience a broad and balanced curriculum. During this visit, inspectors saw pupils engaged in reading, English, mathematics and art. Pupils produced work of which they were proud.
- Teachers receive clear information about pupils' needs, including those related to safeguarding and special educational needs and/or disabilities (SEND). This allows teachers to prepare lessons designed to support the pupils in their class.
- The provision for personal, social and health education (PSHE) takes account of the specific needs of pupils. Pupils are encouraged to understand different faiths and have respect for each other and themselves.
- When inspectors visited, pupils enjoyed talking about the trips and visits they have been on, for example to local places of worship. They look forward to enrichment activities on a Friday afternoon.
- These standards remain met.

Paragraph 3

- This standard was met at the previous standard inspection in February 2022.
- The school day is organised with clear routines. For example, when pupils arrive at school, they either complete activities related to spelling or have breakfast.
- The school phonics programme ensures that those pupils at the earliest stages of reading get the support they need. Relevant staff have been trained to deliver this programme.

- Teachers make regular checks to ensure pupils are learning the planned curriculum. Teachers check pupils' progress against education, health and care (EHC) plans. This means that there is a clear sense of how pupils are progressing against their individual targets.
- Subject leaders can access training, for example by visiting subject experts in other schools. This strengthens their own subject knowledge and helps them with subject planning. This work is taking place alongside the development of the curriculum. There are now stronger links between the curriculum at different key stages. Leaders are taking clear steps to address the areas identified as weaknesses at the time of the last inspection.
- The school has recently adopted a new behaviour policy. This is aimed at recognising and rewarding the positive behaviour of pupils. While the policy aims are clear, some of this work, for example around training for staff, is in the early stages. This means that not all staff are confident about how to implement the policy to manage pupils' behaviour effectively.
- This standard was previously met but is now unmet.

Paragraph 4

- This standard was met at the previous standard inspection in February 2022.
- Pupils receive regular careers advice. The courses that they undertake are designed to help them access training, employment and education after they leave Broadwood School. This is completed alongside the school's aims of building independence in pupils and supporting them to understand their own feelings and emotions.
- The systems in place ensure that leaders can check the academic progress of pupils as well as the emotional development of pupils. Changes are made to the support plans for pupils when this information is evaluated. In this way, leaders ensure they are helping pupils to make constant progress.
- This standard remains met.

Part 3. Welfare, health and safety of pupils

Paragraph 7

- These standards were met at the previous standard inspection in February 2022.
- Safeguarding procedures at the school continue to be strong. Regular updates and training for staff take place. There are clear procedures for governors to assure themselves about safeguarding in the school. Information is shared with the proprietorial body.
- There is an experienced safeguarding team in the school. Plans are in place to further strengthen this team by expanding the number of staff who have been trained as designated safeguarding leads.
- Record-keeping shows that actions are timely and external agencies are involved as necessary. Regular visits are made to pupils who are not attending school. These are from both a welfare and an educational perspective. Leaders work closely with the children's services to try and find more suitable provision when Broadwood School cannot meet the needs of pupils.

- Staff know how to report safeguarding concerns about pupils. If they have concerns about adults working with children, they understand the system for raising these concerns appropriately.
- Pupils told inspectors that they feel safe at school. They feel that teachers are always available if they need to talk to someone and that their concerns are taken seriously.
- These standards remain met.

Paragraph 9

- This standard was met at the previous standard inspection in February 2022.
- The behaviour policy at the school has recently been rewritten. The aims and ethos of the policy are clear. There is a strong focus on recognising positive behaviour and rewarding the positive choices that pupils make.
- The way in which changes have been made to the building, including the creation of an 'oasis' room for example, supports the aims of the policy.
- There is a focus on helping pupils to understand their own feelings and emotions. The enrichment programme is designed to offer pupils a range of exciting opportunities, which are connected to the rewards they earn for positive behaviour through the week.
- Record-keeping helps leaders to track pupils' behaviour and to arrange in-school support and work with external agencies as necessary. When needed, leaders make changes to pupils' timetables to help them to access learning successfully.
- While behaviour around the school site is variable, there are signs that this work is having an impact on some of the more challenging behaviour. For example, teachers who the inspector spoke with agree that instances of pupils climbing on the roof have been reduced.
- However, there is work to do to ensure that the behaviour policy is implemented effectively. Some teachers are not clear about the training they have had, for example around de-escalation training, and so cannot use these strategies effectively to support pupils.
- Some teachers do not feel confident that the behaviour policy is helping them to engage pupils successfully in learning. During this visit, the inspector saw that some pupils were not in lessons, staff feel that the new policy is not helping to engage these pupils and that sanctions, for example around Friday afternoon enrichment sessions, are not consistently applied. More work is needed to ensure that clear, consistent strategies are employed across the school and that staff have the training to apply these strategies confidently.
- This standard was previously met but is now unmet.

Paragraph 11

- This standard was met at the previous standard inspection in February 2022.
- The health and safety policy makes clear the systems for ensuring that relevant laws are complied with. For example, it outlines the systems for reporting accidents and injuries. First-aid equipment is clearly labelled in the school medical area.
- This standard remains met.

Paragraph 12

- This standard was met at the previous standard inspection in February 2022.
- Checks on the fire systems in the school, for example the alarm system, are carried out regularly. Fire extinguishers are checked annually.
- Leaders keep clear records of the weekly, monthly and termly checks that they complete. These checks include ensuring that access to fire escapes is clear and that the building is organised so no obstructions block exits.
- Fire safety reports are sought. There are clear fire evacuation plans, and leaders keep a log showing that staff have read the fire safety policy.
- Fire extinguishers in some areas of the school are kept behind a locked door. This is to ensure that they are not tampered with and can be operated when they are needed. However, staff do not have immediate access to a key if a fire breaks out. This presents a risk that time will be lost in accessing crucial equipment if a fire is discovered.
- This standard was previously met but is now unmet.

Paragraph 16

- This standard was met at the previous standard inspection in February 2022.
- The risk assessment policy is clear. The risk assessments shown to the inspector during his visit made clear that leaders understand the need to identify and mitigate against risks to pupils. Everyday activities, such as physical education (PE), have clear risk assessments in place. There are also risk assessments around trips and visits that pupils undertake. Risks are identified and actions to be taken are outlined.
- This standard remains met.

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

Paragraphs 17 - 21

- These standards were met at the previous standard inspection in February 2022.
- Statutory checks to ensure that staff are suitable to work with children are carried out and recorded as necessary. Leaders regularly update these records.
- There is a focus on the needs of pupils at the school during the induction process so that new staff understand their roles and responsibilities.
- When agency staff are needed, leaders assure themselves that the necessary checks have been completed. They provide key information to agency staff and prior to them starting to work with pupils. Short-term cover requirements are managed in-house to minimise disruption to pupils and to ensure that all staff working with pupils are able to do so with the knowledge that they need.
- Leaders ensure that any alternative provision they use is suitable for pupils. They carry out audits of policies and of checks that providers make on staff. They are persistent in ensuring they receive this information.
- These standards remain met.

Part 5. Premises of and accommodation at schools

Paragraph 25

- This standard was met at the previous standard inspection in February 2022.
- The site is maintained to a high standard. Classrooms have the resources needed to ensure pupils can access lessons. Equipment is readily available, for example for physical and artistic activities.
- Recent changes to open more office space are making better use of the space available and mean that some rooms can be repurposed for different uses to support pupils. Leaders are investing in creating a warm, welcoming environment in which pupils feel comfortable.
- This standard remains met.

Paragraph 29(1), 29(1)(a), 29(1)(b)

- These standards were met at the previous standard inspection in February 2022.
- The school has well-maintained and accessible outdoor spaces in which pupils can socialise and take part in PE.
- These standards remain met.

Part 6. Provision of information

Paragraph 32(1)(c)

- This standard was met at the previous standard inspection in February 2022.
- The child protection policy is available on the school's website. The policy is clear about the arrangements that will be made to safeguard pupils. Across the school, there is a strong culture in relation to safeguarding.
- This standard remains met.

Part 7. Manner in which complaints are handled

Paragraph 33

- This standard was met at the previous standard inspection in February 2022.
- The complaints policy makes clear the systems in place for handling complaints and for the steps to be taken if complainants are not satisfied with the outcome.
- The facility for both informal and formal complaints to be made is clear. Timescales are outlined and the procedures that will be followed after a complaint is made.
- There is suitable provision to ensure that an independent person is involved in the complaints process.
- This standard remains met.

Part 8. Quality of leadership in and management of schools

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

- These standards were met at the previous standard inspection in February 2022.
- A new senior leadership team has taken up post since the last inspection. There has been a focus on adapting the curriculum and ensuring that a new behaviour policy is in place. There has been progress in many areas. The ethos of the new behaviour policy is

clear. There are clearer links between subjects in the curriculum. There is a stronger connection between what pupils should learn in each year.

- Some of this work is ongoing. More training is needed for staff to ensure they can implement the new policy successfully. They need to understand how their current knowledge and training can be used to build relationships that encourage pupils to make positive choices.
- The risks posed by failing to ensure that staff have their own key to access fire extinguishers have not been recognised by the school. This means that there are unnecessary hazards related to fire safety. Leaders have not ensured that the school standards have been consistently met.
- These standards were previously met but are now unmet.

Paragraph 34(1)(c)

- This standard was met at the previous standard inspection in February 2022.
- The PSHE programme has been redesigned by leaders. They have ensured that it provides pupils with an understanding of British society. Pupils can talk about recent trips and visits they have experienced to different places of worship.
- Pupils feel safe at the school. They have adults they can talk to about anything that makes them worried. The school curriculum provides opportunities for pupils to talk about their emotions. The work done in some of the rooms creates spaces where pupils can reflect and talk about how they feel. Leaders share a clear vision and sense of purpose for the school they want to create to support the well-being of pupils.
- This standard remains 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. This included the standards and requirements that the school was judged to not comply with at the previous inspection. 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	10303315

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 school
Age range of pupils	7 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	34
Number of part-time pupils	0
Proprietor	Keys Education Services Limited
Chair	David Manson
Headteacher	Natalie Callahan
Annual fees (day pupils)	£31,512 - £42,510
Telephone number	01422 355925
Website	www.education.keyschildren.co.uk/school/broadwood-school/
Email address	natalie.callahan@keys-group.co.uk
Dates of previous standard inspection	1 to 3 February 2022

Information about this school

- The school's last full standard inspection was in February 2022. It was judged as requires improvement and all the independent school standards were met.
- There have been significant changes in leadership since the February 2022 inspection. The headteacher, deputy headteacher and assistant headteacher all took up post in April 2023.
- The school uses two unregistered alternative providers of education.

- The school provides education for up to 45 pupils aged between seven and 18 years. At the time of this inspection, there were 34 pupils on roll, all of whom have an EHC plan.

Information about this inspection

- This inspection was carried out with no notice at the request of the registration authority for independent schools. The purpose of the inspection was to advise the secretary of state for education about the school's suitability for continued registration as an independent school. This was the first monitoring inspection that the school received since a standard inspection in February 2022.
- The inspector met with senior leaders, including the headteacher. The inspector also met with representatives from the proprietorial body, including the chair of that body, and from the governing body.
- The inspector looked at documents about the curriculum, risk assessment, health and safety, and behaviour.
- The inspector looked at policies related to health and safety, complaints and fire safety and looked at reports from external agencies in relation to fire safety.
- The inspector met with several groups of staff, formally and informally, and met with groups of pupils, both formally and informally.
- The inspector had a tour of the site with the headteacher and alone. He visited lessons and enrichment activities during the course of the day.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first. The inspector also scrutinised records relating to the safeguarding of pupils.

Inspection team

Matthew Vellensworth, lead inspector

His Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were met at the previous inspection, but are now judged to not be met at this inspection

Part 1. Quality of education provided

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

Part 3. Welfare, health and safety of pupils

- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that-
 - 9(b) the policy is implemented effectively; and
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].

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.

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