

Inspection of Broadwood School

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

Inspection dates: 8 to 10 October 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Requires improvement

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

The school shows a strong commitment to its pupils. It provides pupils with an education that prepares them for future success. It works with care and diligence to meet pupils' needs and interests. Pupils benefit from being part of a school community that values everyone.

The school has high expectations of what pupils can achieve. It identifies gaps in pupils' learning and adapts the curriculum to revisit such learning. This helps pupils to build their subject knowledge and understanding. Pupils respond well to the school's high expectations. They show positive attitudes to their work.

Most of the time, pupils behave well. The school has established a clear set of routines that support pupils' behaviour. The school meets pupils' social, emotional and mental health (SEMH) needs well. It works with individual pupils to improve their behaviour. This contributes to a culture in which pupils build positive relationships with each other and with staff.

Pupils have opportunities to enrich their learning and gain new experiences. They enjoy educational visits to places of worship, museums and art exhibitions. There is a key stage 4 history trip to Berlin. Pupils' views contribute to the continued development of the school.

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

The school has established an ambitious curriculum. The curriculum has a central focus on developing pupils' language and communication skills. At key stage 2, pupils gain a broad knowledge of a wide range of subjects. At key stages 3 and 4, pupils study English language, mathematics, science, history, physical education (PE), and art and design. The school has broadened the key stage 4 curriculum to meet pupils' needs and interests. Pupils can study food technology and vocational courses such as construction. The school has identified the essential knowledge and skills that it wants pupils to know and remember. However, in some subjects at key stage 2 the choice and sequencing of subject content is not coherent enough.

The school prioritises reading. There are daily reading sessions in key stage 2 and a well-resourced library. Pupils can access books that both reflect their own lives and give them an insight into other people's worlds. Pupils at an early stage of reading learn to read using phonics. However, there is not enough rigour in the school's teaching of phonics. Sometimes, pupils read books that are not matched well to their phonic ability. Sometimes, they complete work that does not help them to consolidate their knowledge of phonics. Some pupils at an early stage of reading do not become confident and fluent readers quickly enough.

The school meets pupils' special educational needs and/or disabilities (SEND) well. This includes for pupils with social, emotional and mental health (SEMH) needs. It matches its support for pupils with precision to pupils' education health and care

(EHC) plans. Pupils benefit from a range of therapies. They have time to work with specialist adults. They also get individual support, specific to their needs, from a speech and language therapist. The school is adept at identifying pupils' undiagnosed needs, for example in language and communication.

Teachers have a secure subject knowledge. They structure pupils' learning well and adapt the curriculum to meet pupils' needs. They also give pupils feedback to help them improve their work. Pupils respond well to this feedback. Over time, pupils develop and improve the quality of their work. Pupils achieve well from their starting points. They gain the essential foundational knowledge they need in English and mathematics. This enables them to achieve GCSE and functional skills qualifications in English and mathematics at the end of key stage 4.

The school also provides pupils with appropriate careers information and guidance. This helps pupils to make well-informed decisions about their future. The school prepares pupils well for the next stage of their education.

The school supports staff well in managing pupils' behaviour. It has trained staff in appropriate behaviour management techniques. It seeks to address the underlying causes of pupils' behaviour by working to meet pupils' individual SEND needs. The school deals effectively with serious behaviour incidents, including physical violence. It works with intelligence, both to prevent such behaviour and to re-educate pupils following such behaviour.

The school has developed an age-appropriate personal development programme. Pupils learn about important issues, such relationships and equalities and diversity. The school has implemented the statutory guidance on relationships and sex education (RSE). Pupils learn about British values and protected characteristics. They are taught how to keep themselves safe, including online and in the communities in which they live. The school uses assemblies to raise pupils' awareness of the safeguarding risks that are most pertinent to their lives.

The school values its staff and prioritises staff workload and well-being. Staff enjoy working at the school. The proprietor and governing bodies hold school leaders to account with appropriate rigour. The proprietor body fulfils its statutory duties well.

The school meets all the independent school standards and fulfils the requirements of schedule 10 of the Equality Act 2010. The school has taken swift and appropriate action to address the unmet standards at the previous progress monitoring inspection. The school has the capacity to continue to meet the independent school standards over time.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and proprietor)

- In some subjects at key stage 2, the choice and sequencing of subject content is not coherent enough. This means that some pupils do not build a deep and secure body of knowledge at key stage 2. The school should ensure that it teaches pupils a well-organised body of essential subject knowledge at key stage 2 that prepares pupils well for key stage 3.
- The school's teaching of phonics is inconsistent in quality. Sometimes, pupils read books that are not matched to their phonic ability or complete work that does not consolidate their phonic knowledge. This means that some pupils do not become confident and fluent readers as quickly as they should. The school should ensure that it implements its phonics programme with greater rigour and precision so that pupils at an early stage of reading are given every opportunity to build their reading fluency as quickly as possible.

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.

School details

Unique reference number	131960
DfE registration number	381/6010
Local authority	Calderdale
Inspection number	10299184
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	34
Number of part-time pupils	0
Proprietor	Keys Education Services Limited
Chair	David Manson
Headteacher	Natalie Callahan
Annual fees (day pupils)	£47,151
Telephone number	01422355925
Website	www.education.keyschildren.co.uk/school/broadwood-school
Email address	info@keys-group.co.uk
Dates of previous inspection	1 to 3 February 2022

Information about this school

- Since the school's previous standard inspection, the school has received a progress monitoring inspection. This inspection took place on 13 October 2023.
- The school uses one registered alternative provision and one unregistered alternative provision.
- The school operates from 252 Moorend Road, Pellon, Halifax, West Yorkshire HX2 0RU.
- The school caters for pupils with social, emotional and mental health (SEMH) needs and speech, language and communication needs (SLCN).
- The school is registered to admit 45 pupils.

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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher, the chair of the proprietor body and the chair of the governing body.
- Inspectors carried out deep dives in these subjects: English, mathematics, art and design and personal, social and health education. For each deep dive inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also met with subject leaders for history and physical education.
- Inspectors met with the school's designated safeguarding lead and members of the school's safeguarding team. They looked at safeguarding documentation and record keeping, including the single central record. Inspectors also spoke with staff and pupils about safeguarding.
- Inspectors toured the school site and scrutinised a wide range of documentary evidence to check on the statutory requirements of the independent school standards.
- Inspectors considered responses to Ofsted's surveys for pupils and staff. They also considered responses to Parent View, Ofsted's online survey for parents.

The school's progress in meeting previously failed standards

During the inspection we checked whether the school now meets the independent school standards that it was judged to have failed at its previous progress monitoring inspection on 13 October 2023.

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

Part 1. Quality of education provided.

Part 3. Welfare, health and safety of pupils.

Paragraphs 3(h) and 9(b).

- At the time of the previous progress monitoring inspection, there was an inconsistency in the effectiveness with which staff managed pupils' behaviour. Pupils' behaviour was variable.
- The school proposed to review its behaviour policy with staff and provide staff with further behaviour management training.
- The school has acted with urgency to address the inconsistencies in the implementation of its behaviour policy. It has provided staff with substantial behaviour management training. The school's behaviour policy is now implemented effectively.
- The school now meets all the previously unmet requirements in part 1 and requirement 9(b) in part 3.

Part 3. Welfare, health and safety of pupils.

Paragraph 12.

- At the previous progress monitoring inspection, fire extinguishers in some areas of the school were located behind locked doors. Staff did not have immediate access to these fire extinguishers.
- The school proposed to provide all staff with access to keys to the locked areas where fire equipment was located. The school's proposed actions with regard to this matter did not mitigate sufficiently the risk of fire spreading.
- The school revised its proposed actions. It consulted with an external agency with regard to the Regulatory Reform (Fire Safety) Order 2005. The school has provided every member of staff with a key to access the relevant areas in which fire extinguishers are located. This key is attached to staff lanyards. The fire risk assessor has reported that the school's practice complies with the Regulatory Reform (Fire Safety) Order 2005.
- During the inspection, all staff had the keys attached to their lanyards. Staff understood their responsibility in accessing fire equipment in case of fire.
- The school now meets all the previously unmet requirements in part 3.

Part 8. Quality of leadership in and management of schools.

Paragraphs 34(1) to 34(1)(b).

- At the time of the previous progress monitoring inspection, the school did not meet all of the independent school standards.
- The school proposed to address the unmet requirements by providing staff with training in behaviour management and by providing staff with immediate access to firefighting equipment.
- The school has addressed the previously unmet requirements with appropriate urgency and rigour. The school provides staff with regular, high-quality behaviour management training. The school conforms with the Regulatory Reform (Fire Safety) Order 2005.
- The school has demonstrated that those persons responsible for leadership and management have the knowledge and skills they need to fulfil their roles effectively. The school has demonstrated that it has the capacity to meet the independent school standards consistently over time.

The school now meets the following standards

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.

- ☑ 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.

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.

Information about the progress monitoring inspection

- This inspection was carried out at the request of the Department for Education (DfE), the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.

- The school's previous inspection, at which the school was judged not to comply with the independent school standards, was a progress monitoring inspection and took place on 13 October 2023.
- This was the school's second progress monitoring inspection since the school's previous standard inspection in February 2022.
- The DfE required the school to prepare an action plan. This was a statutory requirement.
- Ofsted evaluated the school's action plan on 9 February 2024.
- The DfE rejected the school's action plan.
- The school was notified of this progress monitoring inspection.

Inspection team

Ian Rawstorne, lead inspector

His Majesty's Inspector

Alison Stephenson

His Majesty's Inspector

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