

Broadwood High School

Independent School

Inspection report

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| DCSF Registration Number | 381/6010 |
| Unique Reference Number | 131960 |
| Inspection number | 331359 |
| Inspection dates | 6–7 May 2009 |
| Reporting inspector | Christine Graham HMI |

This inspection of the school was carried out under section 162A of the Education Act 2002, as amended.

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended, the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

Broadwood High School is an independent special school on the outskirts of Halifax. It is part of the Keys Group. It caters for up to 45 boys between the ages of 11 -16 on a full or part-time basis. Students are placed at the school by local authorities throughout the United Kingdom and students can also transfer into the school from other schools in the group. The school admits students throughout the year and 34 boys are currently registered. All students have social, emotional and behavioural difficulties (SEBD). Some students have other learning difficulties and/or disabilities and 29 students have a statement of their special educational needs. Eleven students are in the care of their local authority and ten of these are resident in the company's children's homes. The school has a vocational training centre which is located on a separate site. A new headteacher was appointed in January 2009. The school aims to: 'Stabilise, educate and empower students within a happy school environment which meets the academic and social needs of its students whatever challenges they face and whatever their ability. Boys are helped to achieve their potential so that they can make real choices at age 16. Alongside this boys are provided with learning experiences that develop self-esteem and meet their social and emotional needs.'

Evaluation of the school

Broadwood High School meets its aims very successfully. It provides a good education for its students. The curriculum and teaching and assessment are good. The provision made for students' spiritual, moral, social and cultural development and their welfare, health and safety is also good. The school has implemented all of the recommendations of the last inspection report. It has made good progress since that time and now meets all of the regulations required for its continued registration.

Quality of education

The quality of education is good. The curriculum is good. It is based on the National Curriculum and Assessment and Qualifications Alliance (AQA) units of work and it is enhanced by a good range of vocational courses. Students follow accredited courses in all subjects except physical education (PE) and the school is trying to provide accredited courses in this subject. There is a strong focus on the basic skills of literacy, numeracy and information and communication technology. Students study all National Curriculum subjects except music and modern foreign languages.

However, some students learn conversational Spanish and there is a lunchtime music club and specialised music tuition for interested or talented students. Older students choose their individual pathways and although not all choose to follow vocational courses they are all given the opportunity to experience the full range of vocational opportunities. The new headteacher has increased the number of GCSE courses to ten, twice the previous number, and is determined that the most able students will fulfil their potential.

Personal, social and health education and citizenship are implemented effectively. There is a reasonable range of sporting activities and although the school is currently without a specialist teacher for PE it has made adequate temporary arrangements. ASDAN (Award Scheme Development and Accreditation Network) courses and some AQA units help students to prepare for independent living. The school is aware that there are too few educational visits and that students do not have the opportunity to participate in residential visits or a wider range of enrichment activities. The headteacher plans to improve this in the coming months. Students are given effective careers guidance and receive practical help and support. The Connexions Advisor comes into school each week and students visit local colleges and are given support when applying for courses. Most students go onto education, training or employment when they leave the school.

Teaching and assessment are good. Students are taught in small mixed age, ability or social groups. The school aims to 'personalise' learning and teaching groups are formed on the basis of students' academic and social needs. Teachers plan each lesson using guidance from longer term planning documents. Students are told what they will learn and how they will know if they have been successful. Most lessons are lively and students are given good opportunities to answer questions and participate in discussion. Most teachers have good subject knowledge and have high expectations of their students. In the best lessons students are given interesting and exciting tasks, for example, some students consolidated their understanding of perpendicular lines and right angles by working in pairs to make shapes using their bodies. When the easiest shapes had been mastered the teacher extended the level of challenge through helpful prompts and suggestions. Students thoroughly enjoyed the lesson and made good progress. Teaching assistants provide very effective support during lessons and at other times during the school day.

The school admits students of all abilities and some are very able. However, all students have suffered disruption to their education before joining the school and they all have a significant legacy of underachievement. Many students have negative attitudes towards learning. When students join the school they are given time to settle in before they are formally assessed. During this period teachers assess their needs and abilities and this information, together with the outcomes of more formal assessment, is used to plan appropriate programmes of work and support. Students are assessed regularly throughout the year and they are given oral feedback during each lesson. However, marking does not tell students what they have done well or what they must do to improve. Students are encouraged to assess their own

attitudes and behaviour at the end of each lesson. Many students do this very effectively; however, these opportunities do not always include evaluations of their academic progress. Students make at least satisfactory and often good progress. However, the school does not have a system to track students' progress over the longer term. As a result it cannot accurately measure the value it places on their education. However, individual students' targets are challenging, especially at Key Stage 4. Nearly all students take GCSE examinations and in 2008 most students attained four GCSEs.

Spiritual, moral, social and cultural development of the students

The spiritual, moral social and cultural development of students is good. Students are given effective moral guidance and are encouraged to make sensible choices and decisions. Students are helped to improve their behaviour through clear guidelines and consistent boundaries. Given their difficulties, most students behave well and the behaviour in lessons and around the school is at least satisfactory and sometimes good. Parents and carers are very positive about the school's impact on students. One parent said that the school had helped the whole family and had made a significant difference to his son's life chances. Attendance is satisfactory and it has improved considerably in recent months. The attendance officer has very good relationships with students and families. The school's determined action has ensured that six of the eight students previously identified as persistent non-attenders have significantly improved their attendance. Students learn to live and learn together as part of a community and they begin to appreciate and understand the differences between people. Students' contribution to the school, local and wider community is limited. They carry out some responsibilities within school, participate in a small number of charitable activities and are developing links with a nearby secondary school. Students develop an adequate understanding of public institutions and services and they learn to respect and understand other cultures and traditions.

Welfare, health and safety of the students

The provision for students' welfare, health and safety is good. The school has implemented all the latest guidance on safeguarding students and there are rigorous procedures to ensure that they are kept safe. Thorough risk assessments are carried out for all activities and there are effective procedures to keep students safe during the school day. They are given very good advice on how to stay or become healthy and on how to stop habits which might put them at risk. However, despite the school's best efforts, some students are unable or unwilling to stop smoking. The school fulfils its responsibilities under the Disability Discrimination Act 2002.

Suitability of the proprietor and staff

The school has carried out the necessary safeguarding checks for all staff. It maintains the required single central register of such checks.

School's premises and accommodation

The premises and accommodation are good and provide an effective environment for learning. Classrooms in the main building are welcoming and well maintained. There is a pleasant dining room and some smaller rooms which are used for counselling, withdrawal and other activities. The outside area is small but pleasant and it provides enough space for recreation and small team games. A separate wooden building provides opportunities for indoor games and hobbies. The classrooms in the vocational training centre are spacious and very well resourced. There are specialist areas for construction, motor vehicle work and other practical skills. There are two well equipped information and communication technology suites and there is an interactive whiteboard in one classroom at the vocational training centre. There are spare classrooms on both sites and the school plans to further enhance provision by making more use of this additional space.

Provision of information for parents, carers and others

Parents and carers receive a good range of information. There are regular written reports and a range of formal and informal meetings. The prospectus is clear and informative.

Procedures for handling complaints

The school has a clear, fair and well-written complaints procedure. There have been no complaints this year.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ('the Regulations').

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- improve marking so that students know how well they are achieving and what they must do to improve
- implement a system to track students' progress as they move through the school
- ensure that students have more opportunities to contribute to the school, local and wider community.

Inspection Judgement Recording Form

| | | | |
|-------------|------|--------------|------------|
| outstanding | good | satisfactory | inadequate |
|-------------|------|--------------|------------|

The quality of education

| | | | | |
|--|--|---|--|--|
| Overall quality of education | | √ | | |
| How well the curriculum and other activities meet the range of needs and interests of students | | √ | | |
| How effective teaching and assessment are in meeting the full range of students' needs | | √ | | |
| How well students make progress in their learning | | √ | | |

Students' spiritual, moral, social and cultural development

| | | | | |
|--|--|---|---|--|
| Quality of provision for students' spiritual, moral, social and cultural development | | √ | | |
| The behaviour of students | | | √ | |

Welfare, health and safety of students

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|--|--|---|--|--|
| The overall welfare, health and safety of students | | √ | | |
|--|--|---|--|--|

School details

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| Name of school | Broadwood High School |
| DCSF number | 381/6010 |
| Unique reference number | 131960 |
| Type of school | Special day school for students with SEBD |
| Status | Independent |
| Date school opened | January 1999 |
| Age range of students | 11–16 years |
| Gender of students | Boys |
| Number on roll (full-time students) | 33 |
| Number on roll (part-time students) | 2 |
| Number of students with a statement of special educational need | 29 |
| Number of students who are looked after | 11 |
| Annual fees | £33,735 |
| Address of school | 252 Moor End Road Halifax West Yorkshire HX2 0RU |
| Telephone number | 01422 355925 |
| Fax number | 01422 340123 |
| Email address | debranash@broadwood-educational.co.uk |
| Headteacher | Mrs Debra Nash |
| Proprietor | Keys Group |
| Reporting inspector | Christine Graham HMI |
| Dates of inspection | 6–7 May 2009 |