

Inspection of Bradshaw Farm Independent School

Longnor, Buxton, Derbyshire SK17 0QY

Inspection dates: 5 and 6 July 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

Does the school meet the independent
school standards?

No

What is it like to attend this school?

Pupils value their education. They enjoy school and attend well. They arrive promptly in class at the start of each day. They know what is expected of them and settle quickly to learn. Pupils understand that working hard and being successful will put them on a positive course for their next steps.

The school has a convivial and supportive atmosphere. Everyone knows each other well. Relationships between pupils and staff are strong. Pupils respond readily to requests from staff. They appreciate the care shown by staff for their welfare and well-being.

Pupils show considerable respect and patience towards each other. They know what bullying is and say that it rarely happens. They say that there is always someone they can talk to if they are worried. Short 'time-outs' from class help pupils manage their emotions and feelings effectively. Pupils enjoy spending tokens awarded for having a positive attitude and behaving well.

Pupils engage willingly during lessons. They ask for help rather than struggle. They say they learn a lot, although the work they do is sometimes too easy or sometimes too hard. Learning how to live independently helps pupils develop their confidence and resilience.

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

Pupils benefit from studying a variety of academic and creative subjects. They enjoy taking part in a range of outdoor activities. Some pupils gain suitable qualifications, including in English and mathematics. Leaders are in the process of introducing new courses. These will allow pupils to secure suitable accreditations, even if they only attend the school for a short period of time.

Teachers have thought carefully about what they want pupils to learn in each subject. They sequence important knowledge in a logical order and emphasise subject-specific vocabulary. Teachers provide pupils with opportunities that enrich the curriculum. For example, pupils can visit the National Space Museum when they learn about astronomy in science.

Teachers do not adapt the way they deliver the curriculum to meet the needs of individual pupils. They adopt a one-size-fits-all approach that can be unsuitable. They do not take into account sufficiently well what pupils already know about a subject. Some pupils repeat work they have learned previously. The work is not demanding enough for these pupils. Others do not have the basic knowledge they need. They find the work too hard and rely on adults' support to help them complete tasks.

Teachers' questions are not consistently effective at helping pupils secure their knowledge. Resources do not support some pupils with their learning. Work in pupils' books is sometimes inaccurate. They have misconceptions that teachers do not address. Teachers do not reliably use assessment well enough to check what pupils know. Pupils who are at significantly different stages have the same targets as each other on their individual education plans. Teachers do not identify exactly what each pupil needs to do to improve.

Pupils benefit from daily spelling and five-minute mathematics tests. These checks help pupils improve the accuracy of their spellings and their mathematical fluency. Immediate feedback from teachers lets pupils know how they can get better. However, the spellings that some pupils are given to practice are too tricky for them.

Leaders prioritise reading. Pupils enjoy sharing stories together. They take turns to read aloud. They listen intently to each other. Their reading is mostly accurate and fluent. However, teachers are not skilled at helping pupils to decode unfamiliar words phonetically. Pupils confidently share their understanding of the text. They like visiting the local library to choose books to read that interest them.

Pupils value opportunities that help them develop their character and independence. Weekly outdoor sessions teach pupils how to erect a tent and cook on an open fire. They take responsibility for each other's safety when learning how to climb. Pupils have an age-appropriate understanding of healthy relationships. They know about the different routes they can follow when they leave school. Pupils reflect on topical issues such as the current war in Ukraine. They are sensitive to the social situations of others. They understand the importance of mutual respect and tolerance. As one pupil typically explained, 'People should respect others for who they are.'

Staff work together closely to support each other's workload and well-being. Staff training opportunities to improve their practice have been limited due to COVID-19.

Leaders are beginning to take decisive action to improve the school. They are in the early stages of implementing new subject curriculums and resources. Leaders are yet to act on the recommendations from a recent external review of the quality of education at the school.

Systems to hold leaders to account are being formalised. A new governing body has been established recently. The proprietor's oversight of leaders' work is improving. However, it is not close enough to ensure that the quality of education is good enough or that the independent school standard relating to health and safety is met. There are no concerns about the health and safety of the school building or site. However, leaders do not make sure that health and safety checks of the school are carried out regularly or that they record these checks rigorously.

School policies are up to date and reflect the latest statutory guidance. The safeguarding policy and the relationships and sex education and health education policy are available on the school's website. The school meets the requirements of schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe in school. They learn about the potential risks that could cause them harm, including online. Pupils know that any concerns they share with staff will be taken seriously.

Safeguarding training covers issues that are particularly relevant to the pupils attending the school. Pupils' individual risk assessments focus specifically on ways to reduce possible harm. Leaders work closely with a wide range external agencies to get pupils the support they need.

Leaders make sure that appropriate pre-employment checks are carried out before adults start working with pupils.

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

- Leaders and teachers do not use information about pupils' starting points well enough to inform their curriculum thinking. They do not take into consideration what pupils already know. They do not plan the curriculum carefully enough to plug identified gaps in pupils' learning. Targets to help pupils improve lack precision and are not based on assessment evidence. Some pupils struggle to access the curriculum, while others find the work lacks challenge. Leaders need to ensure that pupils' independent education plans are focused specifically on what each pupil needs to know and remember. They need to ensure that assessments and checks on pupils' knowledge are used effectively to inform future curriculum planning and implementation.
- Teachers' knowledge of pedagogical approaches is not secure. They do not consistently make the most effective pedagogical choices when implementing the curriculum or use questioning consistently well to deepen pupils' learning. Some pupils cannot access the teaching resources unaided. They struggle to complete the planned activities without significant support. Pupils do not secure their subject knowledge as well as they should. Leaders need to ensure that staff have opportunities to improve their subject pedagogy and practice. Leaders need to make sure that the curriculum in each subject is implemented consistently so that all pupils achieve well.
- Senior leaders' and the proprietor's oversight of the quality of education has lacked rigour until recently. Planned changes to improve the curriculum have taken too long. As a result, inconsistencies in curriculum planning and implementation are only in the early stages of being resolved. The proprietor needs to ensure that leaders and staff have the necessary resources and training to plan and implement the curriculum effectively. Senior leaders and the

proprietor need to ensure that systems to monitor and evaluate the quality of education are thorough.

- While there are no concerns about the health and safety of the school site, leaders do not ensure that health and safety checks are carried out routinely and that evidence of these checks is recorded rigorously. Leaders' health and safety records are incomplete and are of a poor quality. The proprietor must make sure that all the independent school standards are met consistently and securely. He must ensure that health and safety laws are complied with in full, including effective systems to monitor and record health and safety checks of the school building and its site.

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	136167
DfE registration number	830/6037
Local authority	Derbyshire
Inspection number	10209804
Type of school	Other Independent Special School
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	4
Number of part-time pupils	None
Proprietor	Care Today (Children's Services) Ltd
Chair	Sean Fitzpatrick
Headteacher	Diane Wood
Annual fees (day pupils)	£34,010
Telephone number	01298 23140
Website	http://www.roachesschool.net/
Email address	dwood@caretoday.co.uk
Date of previous inspection	5 to 6 June 2018

Information about this school

- Bradshaw Farm Independent School provides education for pupils aged between 11 and 16 years old.
- Pupils are placed at the school by a number of different local authorities.
- Pupils who attend the school have social, emotional or mental health needs. Most pupils have an education, health and care (EHC) plan.
- The school is registered to admit boys and girls. At the time of the inspection, pupils on the school's roll were all boys.

- The school is operated by Care Today (Children’s Services) Ltd. The owner of the company is the only member of the proprietorial body. There are seven other schools operated by the organisation.
- The headteacher was appointed in September 2020. She is responsible for this school and for two other schools in the organisation.
- The school is in the early stages of setting up a governing body. The headteacher of this school and the headteacher of another school in the group assumed the responsibility of co-chair of governors in May 2022.
- The school does not use the services of any alternative providers.
- The school’s most recent standard inspection took place from 5 to 6 June 2018.

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.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school had 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 met with the headteacher and other school staff.
- The lead inspector met with the safeguarding leader to examine safeguarding records, the school’s system for recruiting staff and the school’s single central record. Inspectors spoke with staff and pupils about safeguarding.
- Inspectors did deep dives in four subjects: English, mathematics, science and personal, social and health education. For each deep dive, inspectors met with teachers to discuss the curriculum, visited lessons, looked at pupils’ workbooks and spoke with pupils about their learning. Inspectors also listened to pupils read.
- Inspectors observed the behaviour of pupils during social times and spoke with pupils.
- The lead inspector spoke with both co-chairs of the governing body. The chair of the proprietorial board was not available to meet with during the inspection.
- Inspectors reviewed a range of documentation, including the school’s self-evaluation and school improvement plans, a variety of school policies, information about pupils’ behaviour and attendance, pupils’ EHC plans, pupils’ personal education plans and individual risk assessments for pupils.

- There were no responses to Ofsted’s online questionnaire, Ofsted Parent View, or to the staff survey or the pupil survey.
- In order to check the school’s compliance with the independent school standards, inspectors reviewed the school’s facilities and considered relevant documentation.

Inspection team

Rachel Tordoff, lead inspector

Her Majesty’s Inspector

Liz Moore

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 3. Welfare, health and safety of pupils

- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.

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; and
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

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