

Barraclough Hall School

Barraclough, 1 Bryan Road, Edgerton, Huddersfield HD2 2AL

Inspection date

17 December 2024

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1) to 2(1)(b)(ii), 2(2) to 2(2)(e)(iii), 2(2)(g), 2(2)(h), and 2(2)(i)

- The proprietor has produced a curriculum policy. This policy conveys the mission and ethos of the proposed school well.
- The curriculum policy describes an ambitious curriculum, which will support older pupils to access qualifications if appropriate. Pupils will study a broad range of subjects.
- The proposed school will admit pupils with special educational needs and/or disabilities (SEND). The proprietor has considered how the curriculum will be adapted to meet the needs of pupils. This includes having access to a range of appropriate interventions for those pupils who may need them.
- The proprietor has developed well-thought-out schemes of work for all subjects that will be taught. There is a range of appropriate resources in the school to support teaching.
- The proprietor recognises that many pupils who join the school will be at the early stages of learning to read. An approved phonics programme is in place and all staff will be trained to teach phonics.
- The proposed school has a detailed plan for careers education. This builds incrementally as pupils move through the school and focuses on employability skills as pupils get older.
- The proposed school will deliver weekly religious education (RE) lessons to pupils. This will support pupils to develop their knowledge and understanding of life in modern Britain. It is in addition to the lifestyles and cultures content that will be taught in personal, social, health and citizenship education (PSHCE) lessons.

Paragraphs 2A(1) to 2A(1)(b), 2A(1)(d) to 2A(1)(g), and 2A(2)

- The proposed school has considered the statutory guidance when deciding what pupils will learn in the relationships, sex and health education (RSHE) curriculum.

Leaders of the proposed school have thought about how they will inform parents and carers of the content of the curriculum.

- Although pupils may access many subjects at a level which is below their chronological age, this will not be the case in RSHE. The proposed school recognises that pupils need to understand, for example, the changes that will happen to their body.
- The curriculum for PSHCE includes age-appropriate teaching about the protected characteristics.

Paragraphs 3 to 3(j)

- The proprietor and those leaders already in post are experienced and knowledgeable teachers of pupils with SEND. They know how to adapt teaching to meet individual pupils' needs. There are clear plans in place to train newly appointed staff to ensure individual support plans are implemented effectively.
- The proprietor has invested in a range of resources to support pupils to learn effectively. For example, sensory resources and enclosed spaces are all available to pupils should they need them.
- Pupils will have opportunities to revisit prior learning to consolidate knowledge and skills. This will support them to build their knowledge incrementally over time.
- The proposed curriculum will support pupils' personal and emotional development alongside academic learning. This will contribute to pupils achieving the targets outlined on their education, health and care (EHC) plans.
- The proprietor has developed a robust induction process for new staff. This includes training staff on the proposed school's curriculum as well as the implementation of the behaviour policy.
- The proposed school intends to use consistent procedures to monitor the quality of education that pupils receive.

Paragraph 4

- Leaders can confidently articulate the proposed school's assessment procedures. These take the form of key performance indicators (KPIs). KPIs set out what pupils will learn and the skills that they will develop. They will be used to check what pupils know and remember in each subject.
- The governing body will monitor pupils' achievement on a termly basis.
- The independent school standards ('the standards') in this part are likely to be met if the proposed school opens.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraphs 5 to 5(d)(iii)

- The proposed school has thought carefully about the expected curriculum for pupils' spiritual, moral, social and cultural (SMSC) development. Curriculum plans for a range of subjects make links with aspects of SMSC development, but particularly the curriculums for RE and PSHCE.

- The active promotion of fundamental British values is evident in all curriculum plans. British values will also be taught through the proposed school's assembly programme and other enrichment activities, such as visiting speakers.
- The proposed school plans to offer all pupils 'golden time' each day. This will focus on developing pupils' social interactions as well as their skills and talents.
- The proposed school has developed a calendar of key days and celebrations that will be marked in school. These include anti-bullying week, charity events and Black History Month. These will contribute to pupils' SMSC development and understanding of fundamental British values.
- Educational visits will be used to support pupils' SMSC development. For example, pupils will visit a range of places of worship.
- The proprietor intends to carry out regular audits of SMSC provision to check what is being taught and to identify any gaps in provision.
- The standards in this part are likely to be met if the proposed school opens.

Part 3. Welfare, health and safety of pupils

Paragraphs 7 to 7(b)

- The proprietor body has the appropriate knowledge of safeguarding policies and procedures to ensure that pupils are kept safe. The proposed curriculum will teach pupils how to lead safe, healthy lives. Appropriate recruitment processes are in place to ensure that the right staff are recruited to the school. An induction process is in place for new staff, which includes completing mandatory safeguarding training.
- Leaders recognise their moral and statutory responsibilities to safeguard and promote the welfare of pupils. They have developed procedures to report, record and monitor any concerns about pupils' welfare.
- The new headteacher of the proposed school and one other member of staff will be trained designated safeguarding leads. Within the central team, there is a head of safeguarding.

Paragraphs 9 to 9(c), and 10

- The school has a suitable, written behaviour policy that considers the needs of pupils. This is supported by a separate exclusions policy. The school has also produced an anti-bullying policy. Training on these policies will form part of the staff induction process.
- The school intends to keep written records of all behaviour incidents. These records will be analysed to identify patterns and trends in behaviour. Appropriate support will then be put in place. Individual behaviour support plans will be used, where necessary and appropriate.
- Pupils will learn about bullying through the curriculum, the assembly programme and initiatives, such as anti-bullying week.

Paragraphs 11, 12, 13, 14 and 15

- The proposed school has produced a health and safety policy. This sets out how the school will comply with relevant health and safety laws.

- The proposed school complies with the Regulatory Reform (Fire Safety) Order 2005. The proprietor has acted swiftly to address the recommendations from the fire risk assessment. This includes, for example, the installation of additional signage.
- The proprietor intends that there will always be a minimum of two staff on site who are trained in first aid. Leaders have agreed a system for the recording of accidents and injuries. There is a suitable first-aid policy in place. Leaders have identified staff who will be responsible for the maintenance of first-aid kits.
- The proposed staffing structure will ensure that pupils are adequately supervised at all times. Pupils will be taught in classes of no more than six. Each class will have one teacher and at least one teaching assistant.
- Effective systems are in place for admissions and monitoring attendance. The template for the admissions register shows that statutory information will be held about each pupil. Attendance registers will be taken twice each day. The proposed school will use the Department for Education's register codes.

Paragraphs 16 to 16(b)

- The school has a risk assessment policy. This takes account of a wide range of risks that pupils and staff may encounter and how these risks will be addressed. There are several individual risk assessments that sit beneath the over-arching policy. These include, for example, risk assessments for educational visits.
- The standards in this part are likely to be met if the proposed school opens.

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

Paragraphs 18(2) to 18(2)(e), 18(3), 20(6) to 20(6)(b)(iii), 21(1), 21(2), 21(3) to 21(3)(b), and 21(6)

- The proposed school has an electronic single central record. At present, this contains details of the proprietor body and the staff who have already been appointed. It shows that all appropriate checks have been made on them.
- The proprietor has trained several staff on safer recruitment procedures. Someone with this training partakes in the shortlisting of applicants and sits on the interview panel.
- Leaders understand the required checks that must be made on new staff, volunteers, contractors and members of the proprietor body. They know that these checks must be completed before staff are appointed.
- The proposed school is not intending to use any supply staff.
- The single central record includes a section where overseas checks can be recorded should this be required.
- The headteacher is responsible for the day-to-day maintenance of the single central record. Staff from the central team check it on a regular basis. These checks are recorded on the front page of the single central record.
- The standards in this part are likely to be met if the proposed school opens.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1) to 23(1)(c), 24(1) to 24(2), 28(1) to 28(1)(d), and 28(2) to 28(2)(b)

- The premises have suitable toilet and washing facilities that are adequate for the proposed number of pupils. There are separate facilities for boys and girls. Several teaching spaces have toilets installed. Two showers are installed as well as two disabled toilets.
- Leaders are intending to use local sports facilities for the teaching of physical education (PE). However, there is adequate space in the school to provide changing spaces for pupils should this be required.
- Leaders have created a medical room for short-term use by pupils. The room has a bed, sink, toilet and first-aid kit.
- Sinks that have drinking water are labelled as such.

Paragraphs 25, 26, and 27 to 27(b)

- The premises are completed to a high standard.
- Classrooms are light and bright and have appropriate acoustics. Each classroom is fitted with an interactive whiteboard.
- There are several smaller rooms that can be used for 1to1 teaching or interventions.
- Pupils will have access to a science room and an art room.
- The proposed school has a well-resourced library.
- The premises are surrounded by secure perimeter fencing. There is adequate external lighting to ensure that people can safely access the premises.

Paragraphs 29(1) to 29(b)

- There is a reasonably large area of outside space attached to the proposed premises. This is divided into separate areas. One of these areas is woodland and has a swing, while the other is a patio area with decking and seating. There is adequate space for pupils to access outside play and PE lessons.
- The standards in this part are likely to be met if the proposed school opens.

Part 6. Provision of information

Paragraphs 32(1) to 32(1)(d), 32(1)(f) to 32(1)(i), 32(2) to 32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d), and 32(3) to 32(3)(f)

- The website for the proposed school contains links to the required range of policies mandated in 'the standards'. These include the proposed school's safeguarding and child protection policy, behaviour policy, health and safety policy and admissions policy. In addition, there are links to curriculum documentation.
- The proposed school's website contains contact information for both the school and the proprietor.
- The proposed school has created a template for reporting to parents.
- Leaders are aware of the requirement to publish inspection reports and examination results on the school website once they are available.
- Leaders can demonstrate how they will account for the funding they receive for pupils to relevant local authorities.
- The standards in this part are likely to be met if the proposed school opens.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33(k)

- The proposed school has produced a complaints policy, which clearly sets out how complaints will be handled, including timescales for investigation. This includes the option of a panel hearing for parents.
- Leaders are aware of the requirement to record and store complaints.
- The standards in this part are likely to be met if the proposed school opens.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(1)(c)

- The proprietor has a proven track record in the leadership and management of independent special schools. The existing schools within the group have all been judged to be good or outstanding at their most recent Ofsted inspection.
- The proprietor has developed systems and processes to check that the independent school standards are met consistently by the other schools it operates.
- The chair of the proprietor board has a secure knowledge of the proposed school. They have been actively involved in the recruitment of the new headteacher.
- The proposed school's leaders demonstrate significant skills and experience in the leadership of independent special schools. Staff in the proposed school will be supported by a central team of staff within the group.
- Leaders demonstrate that they will actively promote the well-being of pupils. This is evident through the work done around safeguarding, SMSC development, the curriculum for PSHCE and the careers guidance that will be offered.
- The standards in this part are likely to be met if the proposed school opens.

Schedule 10 of the Equality Act 2010

- The proposed school has a written accessibility policy and action plan. The accessibility policy fully reflects how the proposed school will fulfil its statutory responsibilities under the Equality Act 2010.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	151434
DfE registration number	382/6036
Inspection number	10374579

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent school
School status	Independent special school
Proprietor	Polaris Children's Services Limited
Chair	Joanne August
Headteacher	Jane Cubley
Annual fees (day pupils)	£65,000
Telephone number	01484 244300
Website	www.barracloughhallschool.co.uk
Email address	schooloffice@barracloughhallschool.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	5 to 18	5 to 18
Number of pupils on the school roll	Not applicable	40	40

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	40
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	40
Of which, number of pupils with an education, health and care plan	Not applicable	40
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	40

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	10
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	1

Information about this proposed school

- The proposed independent school is located in Huddersfield on the site of a former residential care home. The proposed school is located at Bryan Road, Edgerton, Huddersfield HD2 2AL.
- The proposed school will be an independent special school for pupils with a range of needs, including social, emotional and mental health needs and autism. All pupils will have an EHC plan. Places will be commissioned by the local authority in which a pupil lives.
- It is proposed that the school will provide full-time education for up to 40 pupils aged between 5 and 18 years.

Information about this inspection

- This inspection was commissioned by the Department for Education (DfE) to determine whether the school is likely to meet the standards should the DfE decide to register the proposed school.
- This was the proposed school's first pre-registration inspection.
- The inspectors held discussions with the chair of the proprietor body, the senior quality assurance lead and the headteacher of the proposed school.
- An inspector made a tour of the proposed school site to check the suitability and safety of the premises.
- The inspectors scrutinised and evaluated a wide range of documents provided by the school. This included safeguarding documents, the proposed school's single central record, statutory policies and the proposed school curriculum.

Inspection team

Philippa Kermotschuk, lead inspector

His Majesty's Inspector

Patricia Head

Ofsted Inspector

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