

# Aurora Brooklands School

159 Longmeanygate, Midge Hall, Leyland, Lancashire PR26 7TB

**Inspection date**

10 April 2024

**Overall outcome**

**The school meets all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2, 2(1)–2(1)(b)(i), 3, 3(c)–3(d), 3(g), 4*

- At the previous standard inspection, in September 2023, inspectors found that the curriculum was weak in some subjects. In these subjects, there was not enough clarity about what should be taught and when this should happen. Also, these subject curriculums did not take account of the ages, aptitudes and needs of pupils, all of whom have education, health and care (EHC) plans for their special educational needs and/or disabilities (SEND).
- When the school's action plan was evaluated in January 2024, leaders' plans to improve the quality of education for pupils were not sufficient to meet these standards.
- Leaders have developed an appropriate curriculum policy. This outlines a sufficiently broad range of subjects for pupils to study and details how the curriculum content differs between key stages 2, 3 and 4. The policy demonstrates leaders' approach to providing a flexible and personalised education for each pupil.
- Leaders have given thought to what they want pupils to learn during their time at the school. They have developed schemes of work for each subject. Leaders' curriculum design, in all subjects, takes into account the specific and individual needs of pupils.
- The proprietor has recruited new subject-specialist staff and staff with experience of working with pupils with SEND. It has invested in a range of ongoing training to build teachers' confidence and to support them in the delivery of lessons to pupils. Leaders have worked with staff to develop short-term plans that reflect the curriculum content that is required to be taught. These plans also include consideration of the individual needs of pupils. These actions are having a positive impact on pupils' behaviour and learning. Notably, pupils are more settled in lessons.
- The school has a suitable assessment policy in place. Leaders have trained staff to use assessment information with a greater understanding. This is better informing staff's lesson planning and delivery. Teachers have used their learning from leaders' training to more successfully adapt the curriculum and lesson activities to meet pupils' needs.

- Leaders have improved the way that they analyse information about pupils' progress. Regular progress monitoring meetings between leaders and teachers help to identify any gaps in pupils' learning. Pupils' progress is communicated regularly with parents and carers and those responsible for governance.
- Leaders have put in place a number of strategies to support pupils who struggle with reading. For example, leaders have invested in an appropriate phonics programme, staff training and additional reading books and resources. Leaders are in the process of extending their reading strategy to ensure that all pupils can access and enjoy reading no matter their ability.
- The school now meets the previously unmet independent school standards ('the standards') in this part.

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

### *Paragraph 34(1)–34(1)(b)*

- At the time of the standard inspection in September 2023, leaders did not have the knowledge and skills appropriate to their roles to ensure that all the standards were met consistently. The proprietor had not ensured that leaders fulfilled their responsibilities effectively. It did not ensure that pupils received an education of sufficient quality to enable them to learn well.
- In the school's action plan, which was evaluated in January 2024, it was judged that this standard would not be met if leaders' proposed actions were implemented.
- The proprietor and school leaders have made many improvements since the standard inspection. They have thought carefully about the curriculum that they offer pupils. They have paid particular attention to ensuring that the curriculum meets the needs of pupils, all of whom have SEND and an EHC plan. Leaders have provided staff with a range of pertinent training. This has supported the implementation of the new curriculum and enabled teachers to adapt lesson activities to meet the needs of pupils. The proprietor and school leaders have acted swiftly and decisively to remedy the previously unmet standards.
- Leaders have set up a suitable, regular cycle of checks on the quality of education. This information is shared with those responsible for the governance of the school. The proprietor has systems in place to ensure that leaders at all levels are regularly held to account for their work, areas of responsibility, and the ongoing development of the school. This oversight includes regular checks to ensure that the standards are met.
- The school now meets the previously unmet requirements in the standard in this part.

## **Compliance with regulatory requirements**

The school meets 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. 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	136003
DfE registration number	888/6111
Inspection number	10332784

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 day school
Age range of pupils	9 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	62
Proprietor	Aurora Care and Education Opco Limited
Chair	Sharon Pearson
Principal	Sarah Gregory
Annual fees (day pupils)	£52,958
Telephone number	01772 454 826
Website	<a href="http://www.the-aurora-group.com">www.the-aurora-group.com</a>
Email address	<a href="mailto:sarah.gregory@the-aurora-group.com">sarah.gregory@the-aurora-group.com</a>
Dates of previous standard inspection	26 to 28 September 2023

## Information about this school

- The school's most recent standard inspection was 26 to 28 September 2023.
- The school operates from premises at 159 Longmeanygate, Midge Hall, Leyland, Lancashire PR26 7TB.
- The principal is responsible for this school and another in the Aurora group, Aurora Woodlands School. The head of school is responsible for the day-to-day running of Aurora Brooklands School.
- All pupils have an EHC plan. The school caters for pupils who have attention deficit hyperactivity disorder, autism, Asperger's Syndrome and social, emotional and mental health needs.

- The school uses three unregistered alternative providers.
- The school is registered to admit up to 80 pupils.

## Information about this inspection

- This inspection was commissioned by the Department for Education (DfE). The purpose of the inspection was to monitor the progress that the school has made in meeting the standards and other requirements that it was judged to not comply with at its most recent standard inspection. At the request of the DfE, the inspector also considered other aspects of the school's provision related to a complaint about the provider.
- This was the first progress monitoring inspection since the standard inspection in September 2023. It was conducted with no notice.
- The DfE required the school to prepare an action plan. This plan was statutory. Ofsted evaluated this plan on 10 January 2024. The DfE rejected this action plan.
- The inspector met with the principal and the head of school. She also met with other senior leaders, as well as staff, including those responsible for safeguarding and health and safety.
- The inspector met with the chair of the governing body and met remotely with the chair of the proprietor body and the proprietor body's quality assurance adviser.
- As well as visiting some lessons, the inspector spoke to teachers, curriculum leads and looked at curriculum plans and schemes of work, examples of pupils' work and the curriculum policy.
- The inspector spoke informally to some pupils.
- The inspector looked at a wide variety of documentation in relation to the standards checked.
- The inspector also examined a wider range of policy documents, including the safeguarding policy, the single central record, and other documents related to welfare, health and safety.

## Inspection team

Sue Eastwood, lead inspector

His Majesty's Inspector

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