

Inspection of Brickyard Barn Outdoor Learning Centre

Brickyard Barn, Mallory Road, Bishop's Tachbrook CV33 9QD

Inspection dates: 31 January to 2 February 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Pupils thrive at Brickyard Barn Outdoor Learning Centre. Leaders are determined that pupils will leave school able to 'contribute independently to society, embrace lifelong learning and achieve without ceiling'. Leaders expertly craft pupils' experiences so that they can meet these high expectations. Pupils have experienced a disrupted education before they join the school. However, teachers learn about their needs quickly and because they know their pupils so well, pupils soon settle in and start to do exceptionally well.

Outdoor learning runs through the curriculum. Pupils enjoy a well-planned, outdoor environment. They also apply their learning to real-life settings, for example through visits to the local record shop to support creative writing in English. Leaders make sure that everything that pupils do prepares them for their next steps. Pupils contribute to their local community. For example, they have made and delivered food and blankets for homeless people. This helps them to learn more about the world around them.

Pupils learn to respect other people. Staff are highly alert to any changes in pupils' behaviour and step in quickly if needed. Bullying does not happen due to this vigilance. Pupils are confident that staff would help them if it did.

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

Leaders have carefully devised an ambitious curriculum that meets precisely the individual needs of pupils. They have identified the important knowledge that pupils need in order to be successful in their next steps and have planned a curriculum that builds on this knowledge over time. Leaders make sure that they know exactly what pupils can do when they join the school. This means that pupils are learning the right things at the right time.

Pupils have extensive opportunities to develop the skills they need for adulthood and to meet their personal targets in all lessons. Teachers use 'session contracts' to identify what pupils will learn, how they will learn it and what wider behaviours are being practised. Pupils and teachers evaluate how well the pupil has done at the end of each lesson. This information is used by leaders to make sure that all the needs of each pupil are being met across the curriculum. Teachers are extremely skilful in how they deliver the curriculum and they are adept at adapting learning to the needs of each pupil. As a result, pupils achieve exceptionally well.

Pupils are encouraged to read widely and often. Leaders have developed the '3 Ps' approach to reading. Pupils choose books that match their interests in reading for pleasure, to practise their social skills by reading for performance and to read more challenging texts by reading for progress. Reading gaps are spotted quickly, and high-quality support is put in place rapidly. This makes sure that all pupils read well.

Leaders understand the individual needs of their pupils exceptionally well. They have devised an environment that is expertly tailored to pupils' needs and allows them to flourish. Pupils are taught to understand their autism traits and to develop these as strengths and spot when situations may be tricky for them. Pupils want to do well. They enjoy learning and look forward to coming to school. Pupils can earn 'Awesome' points for doing well. These are given a monetary value, which pupils can spend on things that they would like. However, the points are 'taxed' and a percentage of their value goes to the school council. Pupils can then decide how to spend this money to benefit the school. Leaders' understanding of how to prepare pupils for adulthood is remarkable.

The headteacher is inspirational. She is determined that pupils will be welcomed everywhere because of who they are and she works tirelessly to achieve this. Parents and carers say, 'There is above and beyond, and then there is the headteacher.' Parents and pupils trust school, often for the first time. As a result, pupils feel safe and are confident to take risks in their learning.

The proprietor has an unstinting vision for the school. He wants 'autism to be everybody's first language'. Leaders have developed an approach to learning that makes sure that pupils develop academically and socially and in which no gaps are allowed to develop. Leaders are unrelenting in improving pupils' life chances. Parents say, 'For the first time, I think my child has a future.'

The proprietor makes sure that all the school's statutory duties are met. The proprietor has ensured that the school meets the requirements of the Equality Act 2010 and that the school meets all the independent school standards.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a thorough understanding of the risks that pupils may face. They train staff well and make sure that they are alert to any concerns. Staff are very clear about their responsibilities. They pass on all concerns they may have. Leaders act quickly and make appropriate referrals to external agencies. Pupils learn about how to keep themselves safe in the curriculum and in individual sessions. Leaders make sure that all staff are recruited safely.

The school's safeguarding policy is displayed on the school's website. It meets the requirements of the Secretary of State.

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	145470
DfE registration number	937/6015
Local authority	Warwickshire
Inspection number	10254688
Type of school	Other independent special school
School category	Independent school
Age range of pupils	9 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	8
Number of part-time pupils	0
Proprietor	Jonathan Lakin
Headteacher	Angie Compton
Annual fees (day pupils)	£62,000
Telephone number	01509 415474
Website	www.woodside-group.co.uk
Email address	jonny@woodsidelodgeolc.co.uk
Date of previous inspection	2 to 4 October 2018

Information about this school

- Brickyard Barn Outdoor Learning Centre is a school for pupils who have an autism spectrum disorder.
- All the pupils at the school have education, health and care plans.
- The school was previously inspected from 2 to 4 October 2018.
- The school does not use alternative provision.
- The school is part of the Woodside Group.

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 meets the independent school standards. These are the requirements set out in 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 proprietor, the headteacher and other members of the central executive team.
- Inspectors carried out deep dives in mathematics, English, and human and social education. For each deep dive, inspectors met with leaders, looked at curriculum plans, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors visited other lessons and spoke to pupils about their experiences at school.
- Inspectors scrutinised the responses to Ofsted Parent View and the staff survey. There were no responses to the pupil survey.
- Inspectors met with parents.
- Inspectors looked at records relating to behaviour, bullying, attendance and safeguarding.
- Inspectors reviewed safeguarding arrangements by checking the school's approach to staff recruitment, scrutinising policy documents and meeting with the designated safeguarding lead.
- Inspectors toured the premises with the proprietor to ensure that the school building and premises are appropriate and maintained to an acceptable standard.

- Inspectors examined a range of policies and other plans as well as documentation relating to health and safety.

Inspection team

Claire Price, lead inspector

His Majesty's Inspector

Heather Phillips

Ofsted Inspector

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