

Barraclough Hall School

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

Unique reference number (URN): 151434

Inspection report: 3 February 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ●
Needs attention	
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- **Insufficient evidence:** Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders have an unrelenting focus on breaking down the barriers to school for each pupil. Their approach is having the desired positive impact. All pupils now attend school more regularly than they have in the past. For some pupils, this is the difference between not attending school at all and now being in nearly every day. Overall attendance is close to the national averages for schools for pupils who have special educational needs and/or disabilities.

Leaders have set clear and consistent expectations about how they expect pupils to behave. There is a clear desire to maximise learning time. Staff apply these expectations well and have established clear routines, which pupils know and follow. This means that classrooms are productive and learning proceeds with minimal disruption. Staff are adept at defusing situations where pupils' emotions are heightened. Around school, pupils get along well and bullying is not an issue.

The school is a positive environment where pupils can learn because they feel safe and understood by the staff team. Suspensions are used sparingly and only after clear consideration of the impact of removal from school and other options. Records of behaviour incidents are clear and timely. Leaders analyse these well to consider any trends and further interventions.

Inclusion

Strong standard ●

Leaders have created a very welcoming provision for pupils with special educational needs and/or disabilities and social, emotional and mental health needs. Staff are caring and have a keen understanding of pupils' needs and abilities. This is because they receive a thorough induction and the information that they need to fulfil their roles well.

Leaders see transition into school as hugely important. They work with pupils, parents and carers and partner agencies, such as schools, education authorities and social care, to gauge the levels of support to be put in place. This ensures successful transitions for pupils.

Parents are treated as the expert about their child. They can talk to any member of staff and know that their views will be heard and acted upon. This gives parents confidence in the school.

Leaders have grown secure systems to provide detailed information about each pupil and their specific needs. This informs the learning plan and the subsequent intervention work, which is highly effective. Leaders monitor pupils' progress closely and review the impact of interventions to ensure they remain effective. Staff training supports a clear, graduated approach to assessment and intervention. Together, leaders and staff reflect on what has been successful and how the provision might need to change.

The proprietor expresses an ambitious vision for the school and supports the delivery of this through the allocation of appropriate resources. There is a clear rationale about building up the number of pupils in school slowly to ensure that the educational provision is well matched to the pupils' needs. This needs-led approach also informs the staffing arrangements. The employment of subject specialists shows a determination to raise pupils' achievement in the core subjects by the time they leave school.

Well-developed structures and experienced personnel within the company provide highly effective oversight and support for the school. They ensure that the independent school standards are being met and that the proprietor's vision is being delivered.

All members of staff access the induction programme, which includes training about the delivery of the curriculum and safeguarding. Leaders continually reflect and identify further training for staff. The emphasis on behaviour management and supporting pupils with emotional needs has made a significant difference for pupils. Leaders ensure that all members of staff have a detailed level of understanding about each pupil, including identified triggers and specific strategies that help them to succeed.

Leaders are solution-focused and determined that pupils will access the extensive curriculum and enrichment offer. Collaboration and teamwork between members of staff and other partner schools in the company are strong. This underpins the dynamic approach to personalised pupil learning. Staff are proud to work at the school and can see the difference that they make to the lives of pupils.

Expected standard

Achievement

Expected standard 

Pupils generally achieve and progress well from their starting points across the curriculum. Pupils' achievements link well with the targets outlined in their education, health and care plans. Leaders ensure that there is a consistent focus on securing pupils' essential knowledge of early reading and mathematics.

The curriculum is matched to pupils' stages of development rather than their age. They move on to learn new knowledge when they are ready so that gaps in knowledge are minimised. However, where there are inconsistencies in the delivery of the curriculum, some pupils do not achieve as well as they could.

Pupils have lots of opportunities to apply what they learn in lessons and throughout the school day. Teachers support pupils in building up their concentration in lessons. Pupils are increasingly well prepared for their next steps in education, training or employment.

Curriculum and teaching

Expected standard 

Leaders have established an ambitious curriculum designed to meet the needs of pupils who join the school at different points in their education. The key knowledge is identified and sequenced for teachers to deliver. Specialist teachers have boosted the delivery of English and mathematics lessons. This is having a positive impact on pupils' learning. Many pupils have made a rapid catch-up in their knowledge of these subjects. However, in some instances, where teachers' subject knowledge is less secure, some pupils do not achieve as well as they could. Some pupils need support with their writing, but this is not being addressed quickly enough.

Pupils are excited about reading because leaders ensure that books are available that match their reading ability and their individual interests. Similarly, teachers hook pupils into their learning by drawing on their particular talents, for example teaching the story of Macbeth through drama and role play.

Teachers use assessment well. They check pupils' understanding and adapt the curriculum to address any misconceptions that pupils have. Teachers provide pupils with clear feedback that helps them to improve their work. Teaching assistants provide appropriate levels of support for the pupils who need it most, while also encouraging independence.

Personal development and wellbeing

Expected standard 

Leaders ensure that pupils are well prepared for life beyond school. The personal development programme is coherent and carefully designed. Pupils learn the knowledge and skills they need to succeed in education, employment and wider society. They respect and value the views of others and have a growing understanding of right and wrong. Leaders invite partner agencies such as the police to deliver messages about keeping safe in the community and upholding the law.

Pupils learn cooperation, conflict resolution and active participation in their school community. They develop a basic understanding of fundamental British values, such as democracy. Leaders use a range of visits and activities to create opportunities and experiences for pupils, such as trampoline therapy and external visits. The special themed days in school bring all pupils together and harness their individual skills. For example, the Christmas celebrations were led by pupils, who planned the menu, decorated the dining area and gave votes of thanks to all involved.

Relationships and health education is age-appropriate. This provides pupils with the skills that they need to recognise offline and online risks and make sensible decisions. Leaders ensure that pupils benefit from tailored assistance, enabling them to take full advantage of the programme. Careers guidance is prioritised in the curriculum. Pupils receive personalised advice and support for transition into the school setting. They learn important life skills to support independence, such as budgeting and managing finances.

The strong relationships with allocated key adults in school encourage pupils to engage with personal development opportunities and to feel a sense of belonging in school. Overall, pupils' character, confidence and resilience are nurtured effectively, reflecting leaders' commitment to pupils' wider growth.

Pupils are unable to complete qualifications in personal health and economic education as leaders have not introduced these into school, but have intentions of doing so.

What it's like to be a pupil at this school

Pupils enjoy warm and respectful relationships with staff who know them well and understand their needs. Those who find it difficult to start the day are met and supported sensitively by well-trained staff. Well-established routines and dedicated personal spaces help pupils settle into their learning. Staff manage behaviour well and assist pupils in identifying and controlling their emotions. The school is calm and purposeful. Bullying is not tolerated. Pupils feel safe in school and are rarely absent. Pupils are proud of what they achieve.

Leaders and staff gain an in-depth understanding of pupils' interests, talents and needs. They are ambitious for pupils both socially and academically. Teachers are adept at finding out what pupils already know when they first start at the school. Pupils succeed in their learning because staff adapt their teaching and support with great care. This ensures that pupils catch up quickly and close gaps in their learning. However, at times, inconsistencies in the delivery of the curriculum occur when teachers lack precise subject knowledge. These inconsistencies hold pupils back from achieving as highly as they could.

There is a well-developed enrichment offer, which prepares pupils well for adult life. For example, pupils learn how to budget for and prepare food independently. Pupils benefit from opportunities such as music therapy, drama, community visits and special themed events. The school equips pupils with important learning about safety and how to get help. Pupils are generally prepared well for their next steps.

Next steps

- Leaders should make sure that teachers' expectations of the outcomes achieved by pupils are as high in the foundation subjects as they are in mathematics and English.
- Leaders should ensure that staff have a secure understanding of writing development and that an agreed strategy for teaching handwriting is embedded in the school curriculum.
- Leaders should continue to broaden the range of qualifications and awards available for pupils.

About this inspection

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the proprietor, the acting executive headteacher, the headteacher, members of staff, parents and carers, pupils and representatives for local authorities during the inspection.

The inspectors confirmed the following information about the school:

The school caters for pupils who have social, emotional and mental health needs. All pupils have an education, health and care plan.

The school does not use alternative provision.

The school is registered to admit 40 pupils.

This school was registered by the Department for Education in January and this is its first standard inspection.

The chair of the proprietor body is Jo August.

The fees currently charged are from £68,965.

The email address of the school is schooloffice@barraclohghallschool.co.uk

Headteacher: Jane Cubley

Independent school standards

Independent school standards are either met or not met for each category.

1. Quality of education provided

Standards met

All standards have been met.

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

Standards met

All standards have been met.

3. Welfare, health and safety of pupils

Standards met

All standards have been met.

4. Suitability of staff, supply staff, and proprietors

Standards met

All standards have been met.

5. Premises of and accommodation at schools

Standards met

All standards have been met.

6. Provision of information

Standards met

All standards have been met.

7. Manner in which complaints are handled

Standards met

All standards have been met.

8. Quality of leadership in and management of schools

Standards met

All standards have been met.

Lead inspector:

Mary Cook, His Majesty's Inspector

Team inspector:

Marian Thomas, Ofsted Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

Total pupils

15

School capacity

40

Pupils with an education, health and care (EHC) plan

15

Pupils with special educational needs (SEN) support

0

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Insufficient evidence

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

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