

Inspection of The New Broadwalk PRU

28 The Green, Swinton M27 8QL

Inspection dates:	1 and 2 April 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Outstanding
Previous inspection grade	Requires improvement

What is it like to attend this school?

The New Broadwalk PRU is a place of fresh starts and new beginnings. During their time at the school, pupils grow in confidence and re-engage with education. They value their relationships with staff, who go out of their way to get to know each pupil as an individual. Pupils, all of whom have special educational needs and/or disabilities (SEND), learn to trust staff. This helps them to feel happy and safe in school.

The school has very high expectations of pupils' learning, behaviour and personal development. Over time, pupils improve their attitude to learning and live up to these expectations. They quickly settle into the school's routines and contribute to the school's calm, friendly and caring culture.

The school provides pupils with an extensive and rich set of experiences. These well-designed opportunities bring the curriculum to life and develop pupils as responsible citizens. For example, pupils make and deliver Christmas cards to residents of a local care home.

Pupils benefit from intensive support that enables them to manage their behaviour and anxiety. They learn to accept, respect and celebrate diversity. They leave the school far better equipped to contribute to life in modern Britain.

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

Leaders have made far-reaching improvements since the last inspection. They have improved the education that pupils receive considerably. Pupils study an ambitious curriculum that equips them with powerful knowledge and addresses gaps from their previous education.

The curriculum is delivered well. Staff are skilled at breaking down new content into well-considered, manageable chunks. They relate new learning to what pupils already know and their wider lives. Staff question pupils to check their understanding and deepen their thinking. The school makes checks on pupils' learning in a way that supports their long-term retention of the most important content. This helps pupils to make significant progress through the curriculum.

The school promotes literacy through all subjects. Staff teach carefully chosen subject-specific vocabulary well. The school has recently improved its systems for assessing how well pupils read. It has also trialled new ways to support some of the weakest readers, with promising results. Despite this work, there is still a group of pupils who have not received the support that they need to become accurate and fluent readers.

The school's systems for identifying pupils' needs have been transformed. Staff use a range of appropriate strategies to check what pupils know and can do before starting in the main school. These checks help staff to identify what support pupils need. However, the guidance that the school gives to staff on how to meet pupils' individual special educational needs is of inconsistent quality.

During their time at the school, most pupils improve their behaviour and attendance significantly. Staff act as role models. The school's routines help create a predictable and focused environment. The school uses reward to incentivise positive behaviours. Rare instances of poor behaviour are dealt with unobtrusively. Pupils' attendance is high because staff have created a school community that pupils want to be a part of.

The school's work to promote pupils' personal development is the lifeblood of the school. Pupils benefit from an exemplary programme to learn about different careers and the world of work. They also learn about different risks, such as those relating to criminal exploitation and knife crime.

The school provides weekly trips and visits for all pupils. These visits are designed meticulously to build upon what pupils learn in their subjects. For example, pupils visit sites of historical significance and a range of museums.

Leaders have ensured that the school has a committed and motivated workforce. Collectively, staff strive to fulfil the school's commitment that 'everyone belongs, everyone achieves'. Leaders' collaboration with parents and carers is exceptional. Families are fully involved in the review and planning of support for their children.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not ensure that pupils who find reading difficult get the support that they need. This impedes the learning of a small number of pupils across the curriculum. The school should make sure that pupils receive the support that they need to become accurate and fluent readers.
- The school does not consistently provide staff with high-quality information on how to meet the specific needs of pupils with SEND. On occasion, this limits the extent to which staff are able to meet the needs of some pupils. The school should ensure that it provides staff with precise information on how best to support each pupil.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	132741
Local authority	Salford
Inspection number	10377984
Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	11 to 14
Gender of pupils	Mixed
Number of pupils on the school roll	51
Appropriate authority	Local authority
Chair of management committee	Sue Woodgate
Headteacher	Olwyn Naylor
Website	www.thenewbroadwalk.co.uk
Dates of previous inspection	6 and 7 December 2022, under section 5 of the Education Act 2005

Information about this school

- The school caters for pupils who have been permanently excluded from a mainstream school.
- All pupils face challenges relating to their social, emotional or mental health. A small number of pupils have an education, health and care (EHC) plan. Some other pupils are assessed for an EHC plan during their time at the school. Most of these pupils move from the school to specialist provision.
- A large proportion of pupils join the school at times other than at the start of the school year.
- The school moved to purpose-built premises at the start of the current school year. When pupils join the school, they spend a short period of time at the school's assessment centre to have their needs assessed. During the inspection, the assessment centre was being moved to a new location. Both the old and new locations are a short distance from the main school.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical qualifications and apprenticeships.

- The school uses seven unregistered alternative providers for pupils.
- The school is part of the Silverdale Federation along with The Clifton Centre. An executive headteacher and the management committee oversee both schools.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with the headteacher and other leaders. They also met with a representative from the local authority and groups of staff.
- Inspectors carried out deep dives in these subjects: English, including early reading, mathematics, art and design and food technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with representatives of the management committee, including its chair. They also spoke to some of the leaders from the different alternative providers used by the school.
- Inspectors considered the responses from Ofsted's online staff and pupil surveys. There were no responses to Ofsted Parent View. Inspectors considered responses to the school's own survey for parents.

Inspection team

Will Smith, lead inspector

Ofsted Inspector

Cleo Cunningham

Ofsted Inspector

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