

Brian Jackson College

Address: Vision House, Units 1 - 6 Grove Mills, High Street, Heckmondwike, West Yorkshire, WF16 0AD

Unique reference number (URN): 132732

Inspection report: 12 May 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

Inclusion

Strong standard 

Pupils access a highly inclusive environment here. Staff help pupils manage their feelings and support with dysregulated behaviour so pupils are able to access learning. Pupils follow familiar daily school routines and also have every opportunity to access broader experiences with their peers, such as trips to a range of settings and work experience opportunities within local businesses. This prepares pupils for adulthood well.

Teachers ensure that pupils with Special Educational Needs and/or Disabilities receive the right personalised support which enables them succeed at school. Leaders have ensured that there are a range of different pathways available to support pupils to engage with their learning. Various programmes are available to help pupils improve their communication skills and build their resilience during class and social times. Part-time timetables are used carefully and usually only for a short time, with the aim of helping students return to full-time learning as soon as possible.

Staff provide additional targeted support for pupils known to children's social services. Pupils receive mentoring and guidance daily. Across the two school sites, pupils are able to take part in a range of activities, such as bricklaying and motor vehicle courses. This approach underpins the schools commitment to ensuring pupils here have every opportunity to thrive academically and socially within the school community. Teachers celebrate pupils' successes. They encourage them to be proud. Staff help pupils make good friends. They encourage respect. This makes everyone feel safe, included, and valued at school.

Expected standard

Achievement

Expected standard 

Pupils, including disadvantaged pupils, achieve well across the curriculum. In particular, pupils achieve highly in communication, language, reading and mathematics. Pupils receive essential study skills that are crucial for their academic success. Learning is valued beyond traditional academic qualifications. Pupils have the opportunity to achieve awards in a range of areas. For example, some pupils have health and safety in the workplace certificates. Leaders recognise that a small proportion of pupils may benefit from accessing more challenging external environments. These pupils are supported to undertake external qualifications.

Pupils with special educational needs and/or disabilities and those known to social care do well. They make positive progress from their starting points. They gain a deep understanding of the intended curriculum. This helps them to gain the knowledge and skills needed for more complex content. Their results in external assessments and examinations reflect this.

Pupils are confident, polite and happy learners. Pupils are typically well-prepared for their next steps in education, employment or training. They take a portfolio of awards that

supports their educational next steps or route into employment.

Attendance and behaviour

Expected standard 

Leaders have high expectations for attendance and expect every pupil to attend school regularly. This has resulted in improvements in whole school attendance year on year. Some pupils join the school having had low attendance at previous settings. Once at the school, leaders monitor attendance closely. If a pupil's attendance is becoming low, leaders quickly spot this and take effective action to improve it. This includes leaders working effectively with pupils and their families. These positive relationships help all pupils, including those facing challenges, to attend school regularly.

Leaders and staff promote kindness and respect. Bullying is rare and not tolerated. Staff handle incidents with speed and fairness, ensuring that everyone feels safe. The school addresses any form of poor behaviour without delay. Pupils have great attitudes towards learning. They show self-discipline and support each other. Learning time is rarely wasted. If a pupil needs help with behaviour, leaders act fast and provide support right away. Leaders and staff provide appropriate adjustments and further support for pupils with special educational needs and/or disabilities who need it. This inclusive approach helps pupils flourish and succeed.

Curriculum and teaching

Expected standard 

Leaders have put in place a broad curriculum that covers a range of subjects and learning opportunities. Each pupil is able to access an individualised learning pathway. The pathways are fluid. They allow pupils to access a robust learning offer that does not limit or dilute what they are able to learn. This is a new approach which has already begun to improve learning. Leaders and staff quickly adapt the curriculum to meet individual pupil's needs. Regular checks show staff when individual pupils' needs change. Staff respond promptly and the school's curriculum is adapted accordingly.

Leaders have identified reading as a priority, with leaders encouraging reading for pleasure. In addition the school's curriculum includes a focus on communication and language and mathematics. These core priorities, along with personal social and health education, are woven carefully through the curriculum. Increasingly carefully adapted learning opportunities support pupils to typically gain the knowledge and skills they need.

In lessons, the learning climate is positive. Approaches to teaching help pupils to succeed. Teachers and support staff know the curriculum and their pupils well. This knowledge allows staff to generally adapt the curriculum well which unlocks learning for pupils. Pupils enjoy the tasks and the resources staff select. The 'talking globe' in humanities and the application of learning to real-life situations engages pupils with what they are learning.

Leadership and governance

Expected standard 

The proprietor and school leaders have a clear and ambitious vision for the school. They work hard to make sure every pupil has a successful education. They create a supportive environment where everyone feels valued. Leaders examine the school's strengths and

areas to improve. They take a clear analytical approach. Leaders make thoughtful decisions that focus on pupils' needs.

Typically, trustees and governors understand their roles well. They are aware of the school's specific context. They hold leaders accountable and have high expectations across the school. Staff morale is high. Leaders manage workloads with careful consideration and prioritise staff wellbeing. A comprehensive training programme helps staff grow at every career stage. They get guidance to build their skills. Staff also pursue professional qualifications. Leaders have formed effective partnerships with other schools and organisations. This helps to share best practice and supports continuous professional learning.

Leaders are unrelenting in their ambition for every pupil. Funding is used with careful consideration. This helps all pupils, especially those in times of need, access quality resources. All staff are dedicated to the ambition of the school. They want to improve the life chances of every pupil, especially those facing barriers to learning.

The proprietor has established procedures that help the school meet all legal obligations. This includes the independent school standards (standards). The proprietor understand their responsibility in ensuring the standards continue to be met over time. They have appointed a governing body to enhance external evaluation.

Personal development and wellbeing

Expected standard 

Leaders prioritise personal development and wellbeing above all else. They have put in place a clear programme. It helps pupils grow into confident, resilient and respectful young people. The curriculum helps pupils learn about key fundamental British values. It shows why these values matter in today's world. Pupils understand key topics like online safety, equality and diversity. They know how to recognise healthy and unhealthy relationships. Leaders, staff and pupils alike promote tolerance and celebrate the diversity of its community with enthusiasm.

Pastoral care is very effective, responsive and greatly valued by pupils. Staff understand pupils well and act swiftly when they need additional support. Specialist provision, including mentoring and counselling, is available for pupils when needed. Pupils say they feel a high sense of support. Enrichment activities include clubs, visits and many guest speakers coming into the school. They all help pupils develop confidence, teamwork and leadership.

Aspects of personal, social, and health education run across the curriculum. For example, in history, staff talk about alliances between countries. They highlight how friendship and trust matter in different contexts. Pupils also show a secure understanding of different faiths and beliefs. They demonstrate tolerance for differing viewpoints. Pupils are clear that kindness and respect are key to their community values.

Careers education begins early and is well planned. Pupils receive fair and personalised careers guidance. They benefit from events led by employers. Pupils also have workplace visits and tailored advice as they go through school. Post-16 students receive targeted

support for college and apprenticeship applications. Leaders have carefully considered ways to raise the aspirations of all pupils.

Post 16 provision

Expected standard 

The school's post-16 provision is highly inclusive and broad in its offer. A variety of courses and subjects are available. The school's first group has done well in their courses and in planning their next steps. For many students, leaving school is a big step. Leaders make this easier with careful consideration and transition arrangements.

Leaders have a clear plan for the sixth form that focuses on students' needs. This is being realised. Leaders know how well students are doing in all post-16 courses. Students take pride in being part of the sixth form. They enjoy demonstrating their progress in lessons and in their work over time. In lessons, teachers engage students and stimulate their intellectual curiosity. Students share their learning with assurance. They also show a growing interest in academic questions. Leaders customise courses and wider experiences for students so that typically this meets their need.

There is a rich personal development offer for post-16 students. They develop a high sense of responsibility and civic awareness. They take on important leadership roles. They help younger pupils, which includes teaching study skills and learning strategies. Students are given clear guidance and support to help them access and engage with opportunities available in the wider community after they leave the school. Work-related learning prepares students well to make informed choices about their future careers.

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

Leaders and staff have built a peaceful space where pupils thrive. Kindness, care, and patience make education accessible for the pupils who attend. The school welcomes all pupils and encourages them to achieve their best. Staff help pupils rebuild their confidence in lessons. They also provide pupils with leadership roles and work experience. This boosts their self-belief. Pupils work hard to show staff that they can be successful learners. Pupils engage with education positively. They build resilience over time.

Pupils have positive attitudes towards learning. Teachers design lessons to help pupils build their knowledge step by step. Staff also adjust learning to meet each pupil's needs. Pupils concentrate during class and feel a growing pride in their achievements. They respond well to staff support. Their work quality shines in both academic and practical subjects. These include food studies, construction and motor vehicle maintenance.

Leaders and staff help pupils manage their emotions. Pupils learn to build healthy relationships. They also make informed choices. Pupils gain a lot from joining activities that expand their experiences. These activities help them find new interests and talents. These experiences enhance pupils' confidence and self-esteem. For example, trips to the local boxing gym and also supporting pupils to use public transport.

Pupils behave in line with the school's standards and understand what staff expect. The school is clear that routines help pupils feel secure and ready to learn. Bullying is never tolerated in this school and should it happen, staff deal with it without delay. Attendance is improving. Staff team up with families to tackle barriers that make school attendance challenging. Leaders and staff provide support to help remove barriers to attendance.

Pupils receive the support they need to have a positive outlook on the future. They learn skills which support them well in their next steps.

Next steps

- Leaders should refine and integrate the curriculum pathways to ensure they effectively cater to the unique needs of pupils as they evolve.
 - Leaders should persist in their efforts to broaden the array of challenging qualifications available to pupils, enabling them to reach their full potential during their time at the school.
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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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, representatives from the proprietorial body, staff and pupils during the inspection.

The school has an additional site at Brian Jackson College, Wellington House, Lincoln Street, Huddersfield HD1 6RX.

The school is registered to admit up to 100 pupils aged 13 to 18.

The majority of pupils at the school have special educational needs.

The school does not make use of alternative provision.

The inspectors confirmed the following information about the school:

The proprietor is Fresh Futures (NCC).

The chair of governors is Mr Paul Brockwell.

The fees currently charged are £21,000 to £65,000

The school's email address is bjcadmin@freshfutures.org.uk.

Headteacher: Miss Jacqueline Green

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:

Richard Jones, His Majesty's Inspector

Team inspector:

Tricia Stevens, Ofsted Inspector

Facts and figures used on inspection

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

 This data is from 12 May 2026

Total pupils

82

School capacity

100

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

42

Pupils with special educational needs (SEN) support

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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