

# Ward End Community College

Independent school standard inspection report

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## **Purpose and scope of the inspection**

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, 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.<sup>1, 2</sup>

## **Information about the school**

Ward End Community College is a girls' secondary day school in Ward End, near to Birmingham city centre. It admits girls from 14 to 16 years of age. There are currently ten students on roll and all are funded by Birmingham local authority. Most students are from minority ethnic families of Asian or Middle Eastern origin. No students currently have a statement of special educational needs. The majority of students are at the early stages of acquiring English. The school opened in April 2007 and is located on the first floor of a refurbished two-storey building. There is a post-16 provision on the school site which is inspected separately by Ofsted. The school is owned by the Hazzat Sultan Bahu Trust and has a board of directors who work closely with the headteacher. The school aims to 'provide a positive environment for learning and growth, which promotes excellence and inspires all individuals to discover, develop and fulfil their potential'. The school was last inspected in June 2008.

## **Evaluation of the school**

Ward End Community College provides a good quality of education. Teaching and assessment are good and, as a result, students make good progress. The quality of the curriculum is satisfactory. Students' spiritual, moral, social and cultural development is satisfactory and their behaviour is good. The welfare, health and safety of the students are satisfactory and safeguarding requirements are met. The school has acted well on the recommendations of the last report and now meets all but four of the requirements for registration.

## **Quality of education**

The quality of the curriculum is satisfactory. Students are taught a suitable range of subjects including English, mathematics, information and communication technology (ICT), citizenship, physical education (PE), childcare, personal social and health education (PSHE), religious education (RE) and science. Although students have informal opportunities to develop their creativity across the curriculum, the school does not provide sufficient experiences in either creative or aesthetic aspects of the

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<sup>1</sup> [www.legislation.gov.uk/ukpga/2002/32/contents](http://www.legislation.gov.uk/ukpga/2002/32/contents).

<sup>2</sup> [www.legislation.gov.uk/ukpga/2005/18/contents](http://www.legislation.gov.uk/ukpga/2005/18/contents).

curriculum. There are no schemes of work in place to support students' creative or aesthetic development. Students undertake a mixture of accredited and non-accredited courses. By the time students leave the school, most have gained Level 1 qualifications in English, mathematics, childcare, citizenship and ICT. This represents good progress from very low starting points. The school has increased the number of reading books available for students since the last inspection but resources for the teaching of practical science remain limited. The ICT curriculum is well resourced with a good number of computers and restricted access to the internet. Students have access to a large outdoor area for PE. The majority of students join the school with very low skills in English. The curriculum is rightly designed to ensure that students improve their basic skills in English and mathematics as quickly as possible. Students have regular access to advice and guidance about future learning opportunities and careers from Connexions but there are no opportunities to undertake work experience. There are very few visitors to the school, or off-site visits, to enrich the curriculum.

The quality of teaching and assessment is good. Most students join the school with knowledge and skills well below the expected level for their age. Work seen in students' files and discussions with them indicate that they are making good progress, particularly in their acquisition of basic skills. Class sizes are small and teachers know the students very well. In lessons, intended learning outcomes are fully discussed to ensure that students understand the context of the lesson. Appropriate tasks are chosen to match different abilities and teachers routinely provide individual help and support. In one science lesson observed, the teacher fully engaged the students in learning about teeth. The teacher had good subject knowledge, checked students' learning regularly and used questioning effectively to assess how well students were doing. Students are encouraged to record key words for each subject area which they use as a resource during lessons. Although teachers use a range of strategies to engage students, too many activities are based around worksheets. This limits opportunities for students to discuss their tasks or work collaboratively. Students are regularly assessed using end of unit tests and teacher assessments. Work is marked with encouraging comments which build students' self-esteem. On occasion, students are provided with information to help them improve their work but this is not a consistent feature across all subjects. Students, parents and carers, and placing authorities all report that they would appreciate more information about how well students are progressing. Relationships are good and students report that they enjoy their lessons. Students consistently demonstrate a very positive attitude to learning. Some students gain places at local colleges to take courses in health and social care, hair and beauty and business administration. A number of students continue to study post-16 at an alternative provision based on the school site.

## **Spiritual, moral, social and cultural development of pupils**

The spiritual, moral, social and cultural development of the students is satisfactory.

Teachers are good role models and this has a positive impact on students' moral development. Students come from a wide range of different cultures and faiths. They all get on together very well and this is demonstrated by their consistently good behaviour. The curriculum for religious education enables students to learn about major world religions. However, students have very few opportunities to enrich their learning by visiting places of interest or meeting people from a wider range of backgrounds. In addition, the lack of creative or aesthetic elements in the curriculum limits students' spiritual and cultural development. Through the curriculum for PSHE and citizenship, students develop a good understanding of what is right and wrong. They learn about equality and discuss pertinent issues such as the differences between forced and arranged marriages. Since the last inspection the school has introduced a democratically elected school council. Students report that they enjoy the responsibility of representing their peers and they would welcome the opportunity to contribute more to school life. Citizenship lessons ensure that students have a satisfactory understanding of the role of public organisations in England. Students report that they enjoy coming to school and this is reflected in their above average rates of attendance. Students are satisfactorily prepared for their future economic well-being. Although students make good progress in their learning and achieve a range of accreditations they do not have opportunities to experience the world of work through work-experience placements. On occasion, placing authorities have reported that students are not sufficiently prepared for their next steps in education, training or employment.

## **Welfare, health and safety of pupils**

Provision for students' welfare, health and safety is satisfactory. The school has acted well on the recommendations of the previous report and now meets all but one of the requirements for the welfare, health and safety of pupils. The school provides a calm and nurturing environment. Small class sizes and good staffing levels mean that students are well supervised at all times. Staff recruitment procedures follow guidelines and all required checks on staff have been completed. Appropriate attention is given to health and safety through regular checks on electrical equipment, fire safety procedures and suitable risk assessments for off-site visits. Staff have received appropriate training in safeguarding. However, due to very recent staff changes, two members of staff are attending higher level safeguarding training on 1 December 2011. Students report that they feel safe in the school, are treated with respect and any concerns are quickly sorted out by staff. Parents and carers also report that they appreciate the safe, caring and friendly environment provided by the school. Students are encouraged to keep themselves healthy: they learn about solvents, tobacco, alcohol and other drugs which affect health. Although students are aware of how to keep themselves healthy they do not always make healthy choices at lunchtimes. The school is inclusive and its three-year accessibility plan meets the requirements of the Equality Act 2010.

## **Suitability of staff, supply staff and proprietors**

The school complies fully with the regulations in respect of the checks made on prospective employees. Staff and directors have undergone enhanced checks with the Criminal Records Bureau (CRB) to confirm their suitability to work with children and young people and their right to work in the United Kingdom. These details are recorded in the required single central register.

## **Premises and accommodation at the school**

The school is located on the first floor of a two storey office building and provides a suitable environment for effective learning. The premises have been refurbished to a satisfactory standard to provide appropriate internal teaching areas. The school has a reasonably sized ICT suite. The outdoor area is large for the number of students on roll and provides a safe area to play and undertake physical education lessons, although there are no shaded areas or seating.

## **Provision of information**

The school has established good links with parents and carers. Staff discuss how well students are progressing informally with parents and carers. However, the school does not provide parents and carers with an annual written report outlining their child's progress and attainment in the main subject areas taught. As such, the school does not meet this regulation. The school prospectus meets the requirements for the provision of information.

## **Manner in which complaints are to be handled**

The school has a clearly written and fair complaints procedure which meets all of the requirements of the regulations.

## **Compliance with regulatory requirements**

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.<sup>3</sup>

The school does not meet all requirements in respect of the quality of education provided (standards in part 1) and must:

- ensure that there are appropriate plans and schemes of work for aesthetic and creative subjects that are implemented effectively (paragraph 2(1))

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<sup>3</sup> [www.legislation.gov.uk/ukSI/2010/1997/contents/made](http://www.legislation.gov.uk/ukSI/2010/1997/contents/made).

- ensure that the curriculum gives pupils of compulsory school age a full time education with experience in the following areas of learning: aesthetic and creative (paragraph 2(2)(a)).

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

- ensure arrangements are made to safeguard and promote the welfare of pupils at the school having regard to guidance issued by the Secretary of State, by completing the planned training for the designated persons for child protection (paragraph 7).

The school does not meet all requirements in respect of the provision of information (standards in part 6) and must:

- provide parents with an annual written report of the progress and attainment of each registered child in the main subject areas taught, except where a parent has agreed otherwise (paragraph 24(1)(f)).

## **What the school could do to improve further**

While not required by regulations, the school might wish to consider the following points for development.

- Provide opportunities for students to work together and to undertake more practical work, particularly in science.
- Ensure that marking provides students with information about how to improve their work.

## Inspection judgements

outstanding	good	satisfactory	inadequate
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### The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils			✓	
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development			✓	
The behaviour of pupils		✓		

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils			✓	
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## School details

<b>School status</b>	Independent		
<b>Type of school</b>	Girls' secondary school		
<b>Date school opened</b>	April 2007		
<b>Age range of pupils</b>	14-16 years		
<b>Gender of pupils</b>	Girls		
<b>Number on roll (full-time pupils)</b>	Boys: 0	Girls: 10	Total: 10
<b>Number of pupils with a statement of special educational needs</b>	Boys: 0	Girls: 0	Total: 0
<b>Number of pupils who are looked after</b>	Boys: 0	Girls: 0	Total: 0
<b>Annual fees (day pupils)</b>	£6,300		
<b>Address of school</b>	962-968 Alum Rock Road Ward End Birmingham B8 2LS		
<b>Telephone number</b>	0121 7897060		
<b>Email address</b>	baldevmavi@hotmail.com		
<b>Headteacher</b>	Baldev Mavi		
<b>Proprietor</b>	Hazzat Sultan Bahu Trust		

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 November 2011

Dear Students

### **Inspection of Ward End Community College, Birmingham B8 2LS**

I am writing to thank you for the help you gave me when I visited your school. I enjoyed talking with you and hearing your comments about the school. You told me that you were happy at Ward End Community College and I could see that this was the case in your good behaviour and above-average attendance. I found that Ward End Community College is a good school and that you make good progress, particularly those of you who are learning English for the first time. You all work hard in your lessons, get on very well together and you are polite and courteous to visitors. Teachers mark your work regularly and write encouraging comments. However, I have asked them to make sure that marking gives you helpful information on how you can improve your work further. I have also asked the school to make sure that you undertake more practical work, particularly in science and that you have opportunities to work together in lessons. At the moment you do not have the opportunity to study a creative subject. Your headteacher and deputy headteacher have some good plans to make sure that a creative subject is included in your timetable. I have asked the school to make sure that your parents and carers receive a written report about how well you are progressing, at least once each year.

Thank you for completing the student questionnaire. You told me that you all enjoy coming to school and you feel safe and well cared for by the staff. You also said that you would like more resources to use in lessons and you would like to be better prepared for your next steps in education, employment or training. I have passed this information on to your headteacher.

Yours sincerely

Marian Harker  
Her Majesty's Inspector