

# Ward End Community College

962-968 Alum Rock Road, Ward End, Birmingham, B8 2LS

**Inspection dates** 4–5 March 2015

<b>Overall effectiveness</b>	<b>Requires improvement</b>	<b>3</b>
Leadership and management	Requires improvement	3
Behaviour and safety of pupils	Good	2
Quality of teaching	Requires improvement	3
Achievement of pupils	Requires improvement	3
Sixth form provision	Requires improvement	3

## Summary of key findings

### This is a school that requires improvement. It is not good because

- There are weaknesses in the leadership and management of the college caused by staff absence. The proprietor has not ensured that all the independent school regulations are met.
- Trustees and senior leaders have not maintained continuous checks on the quality of teaching and students' achievement to ensure that they are good and continue to improve. They have not kept records of past students' achievement.
- Leaders have not recently updated or renewed policies and schemes of work in subjects other than English, mathematics and science. This is reflected in the narrowness of some learning activities.
- The reading skills of the most able students are not always developed to the highest levels. This is because the college's reading materials do not provide them with the opportunity to extend and practise their skills to reach the highest standards.
- Middle managers have not had sufficient recent training in the requirements of some of the subjects taught. As a result, they are unable to ensure that all students achieve well and make good progress in these subjects, including science.
- Leaders and managers have failed to keep an accurate record of admissions.

### The school has the following strengths

- Students behave well and are keen to learn. They feel safe and have confidence in their relationships with staff.
- Teachers have good skills to support the needs and rapid progress of early stage bilingual learners in English and mathematics. Students' achievement in the basic skills in these subjects is good.
- The college is a recognised examinations centre and conducts all its validation activities well.
- The college provides good care and support to individual students.
- Students' spiritual, moral, social and cultural development is good because tutors plan a good range of opportunities to build up their skills and awareness in these areas.

### Compliance with regulatory requirements

- The school must take action to meet the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

## Information about this inspection

- The inspection was carried out with one day's notice.
- The lead inspector visited one half-day learning session. Discussions were conducted with students.
- Meetings were held with the headteacher and the college's senior administrative officer.
- There were too few responses to the online Parent View questionnaire for an analysis to be made. The lead inspector took account of previously conducted parental surveys.
- A range of college documentation was analysed. This included the college's prospectus, information about students' progress, the college's development plan and its own evaluation of its work. Students' portfolios and workbooks were scrutinised. Records relating to admission, attendance, behaviour, fire safety, health and safety, safeguarding and welfare were examined.
- The lead inspector took account of the six staff questionnaires received.

## Inspection team

Sa'ad Khaldi, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Ward End Community College is a girls' secondary school in Birmingham. The college opened in April 2007 and is located on the first floor of a refurbished two-storey building.
- The college's proprietor is the Hazrat Sultan Bahu Trust. A board of four trustees works with the Principal and headteacher.
- The college is registered to admit up to 40 girls from 14 to 19 years of age. Usually students are of Asian or East European origin.
- There are currently only four students, one of whom attends on a part-time basis. There are no students in the sixth form and there have not been for some time. The students all started after the first week in January 2015. The college did not have any students during the autumn term in 2014. The last group left in June 2014. The college does not retain records of their progress.
- No student has a statement of special educational needs or an education, health and care plan. All students speak English as an additional language and are at an early stage of speaking English.
- The college does not use any alternative providers.
- There is a post-19 provision on the college site and was not part of this inspection.
- The college's last full inspection was in November 2011. A progress monitoring inspection took place in June 2012.
- The college aims to 'provide a positive environment for learning and growth, which promotes excellence and inspires all individuals to discover, develop and fulfil their potential'.

### What does the school need to do to improve further?

- Improve teaching and raise students' achievement by ensuring that:
  - leaders provide up-to-date policies for all the subjects
  - staff have access to effective guidance and training, especially to meet the wide range of needs of students
  - staff help students to accelerate their progress and reach higher levels in the subjects taught, by providing a greater range of challenging activities, especially in science
  - the most able students have access to a wide range of challenging modern reading materials which help to extend their skills to reach the highest levels.
- Ensure that leaders and managers keep records of past students' achievement so that they can demonstrate the progress they have made.
- **The school must meet the following independent school standards:**
  - Ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
  - Ensure that the standard about the quality of leadership and management is met, and that the proprietor ensures that persons with leadership and management responsibilities at the school fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraphs 34(1) and 34(1)(b)).

## Inspection judgements

### The leadership and management requires improvement

- Until recently, the trustees have not had a robust understanding of the strengths and weaknesses of what the college provides. Leaders have not kept records of past students' achievement, so have been unable to demonstrate the progress they have made.
- The Principal has been absent for the last 18 months. Since the start of the current academic year a headteacher and a senior administrative officer have jointly fulfilled the leadership and management role. Consequently, trustees have had more accurate information concerning the college's day-to-day activities. Trustees and senior leaders have reviewed statutory policies and are in the process of reviewing the staff training programme.
- Admissions data in 2014 were incorrectly reported to the Department for Education. Student numbers from the provider's separate post-19 community education provision were included with the college's data. This administrative error did not come to light until the inspection. Leaders and managers should have identified this error.
- Since the start of this academic year the new headteacher has regularly overseen the management of staff performance and accountability. A suitable staff induction policy has been introduced. Improvements are now taking place beyond the statutory minimum in safeguarding training, risk assessment and health and safety. This is developing the confidence of the leaders and middle managers. The headteacher is developing a wider team approach to management to improve students' outcomes.
- The college identified that an immediate priority was to secure effective essential basic skills in literacy and numeracy for early stage English speakers very new to the college. This has been successful and the staff are well equipped and fulfil this role successfully.
- Teachers are confident in catering for early bilingual learners because they are well qualified and experienced in meeting students' basic needs, particularly in English and mathematics.
- Some subject policies are yet to be updated or renewed. This is constraining learning activities in some subjects, for example science. The lack of knowledge of recent changes in the requirements for teaching these subjects means that some students' opportunities are narrow and they are not being fully prepared for future employment. The college does not focus teaching sufficiently on retaining students into its sixth form. This results in students leaving to access courses that offer wider opportunities.
- Middle managers do not have sufficient training to support good achievement and extend their learning by providing activities which challenge and meet their needs more precisely over time. The new headteacher, through supporting staff and better targeting support, are beginning to provide for these needs.
- The spiritual, moral, social and cultural understanding of the students is promoted well. The activities offered cover a suitable range of opportunities which support effectively their personal, social and academic development. Staff arrange visits to differing businesses, public places and cultural settings to expand bilingual students' social and cultural vocabulary. The displays of work of previous students confirm good outcomes in this respect.
- The college promotes equal opportunities well and ensures that all students have access to learning in line with their abilities. It promotes personal, social, citizenship and health education through well-chosen themes linked to literacy and numeracy learning activities. Students are enabled to understand the features of modern Britain that are relevant to their future success as citizens. Students benefit from individual sports plans that ensure appropriate weekly physical activity on site.
- The safety of students is well managed. Staff are well trained to ensure the safe recruitment of suitable staff; all required checks are completed and recorded in a single register. Leaders carefully check the

child protection policy and procedures, and staff are trained at the required levels. A senior administrative officer supports the headteacher and the administration of the college has become more efficient as a result.

- Staff are experienced in providing careers education and the college has the support of effective external careers guidance partnerships. It has good links with several local colleges and records show that college students have attended open days and taster events successfully.
- There are currently no sixth form students. However, in June 2014 all students who left the college successfully transferred to courses at other local further education colleges.

#### ■ **The governance of the school:**

The proprietor has recently improved oversight of the college's performance through checking current achievement data, college policies, routines and procedures. Trustees have an improving view of the quality of teaching, the targets for teachers' performance and what is done to tackle any underperformance.

The proprietor checks the college's strengths and has correctly come to the view that several areas require improvement. The college is preparing a development plan and staff action plan to ensure that priorities are met in a specified time and with clear success criteria.

The proprietor has not met two regulatory requirements. Safeguarding requirements are met and students' day-to-day welfare, health and safety are ensured as required.

The obligation to provide suitable and well-maintained premises is fully met. Suitable information is provided for parents and carers. Procedures and practices are effective.

### **The behaviour and safety of pupils**

**are good**

#### **Behaviour**

- The behaviour of students is good. They enjoy college. There are strong developing relationships between staff and students. The college has a clear behaviour policy that is understood and accepted by all the students. This is confirmed by scrutiny of the behaviour log. They have quickly learned to organise themselves and take responsibility for their learning and development. They organise their work effectively in portfolios and enjoy additional tasks that staff give them, such as learning spellings in English and researching new facts.
- All students attend well and are punctual. Students enjoy the supportive environment of the college and respond well to the oral activities that promote good speaking and listening skills. Students come each day willing to learn and settle quickly to tasks offered. They respond well to marking and improvement points so that they can make good use of their newly acquired English skills. They enjoy meeting and talking with visitors.
- The students show positive attitudes to learning and this helps their progress in lessons. They are developing resilience and are prepared to learn from any mistakes in their work. They cooperate well in group learning activities, and this contributes effectively to their social development.

#### **Safety**

- The college's work to keep students safe and secure is good. Students confirmed in interviews that they always feel safe and well supported in the college. Some have been referred to the college because of bullying in their previous schools; they say there is none at this college and feel confident that if any was to occur, it will be dealt with immediately.
- Students are taught to use information and communication technology safely. They are taught how to protect their identity and make safe searches of relevant websites.
- The good behaviour of the students allows staff to plan weekly visits to other educational sites because they are mature and keen to learn about all aspects of life in modern Britain.

- The college reports every half term to the local authority on students' safety and welfare; reports confirm students are safe and well looked after.
- Routine checks on all aspects of premises safety, including fire safety, are carried out efficiently and regularly.

### **The quality of teaching**

### **requires improvement**

- The lack of recent training for staff means that the planning of learning activities in subjects is sometimes narrow and does not ensure good progress over time or in preparation for potential sixth form courses.
- The teaching of basic reading skills is effective; the teaching of higher level skills is more limited. The college does not extend the skills sufficiently of those who are capable of reaching the highest levels. Students make the progress expected of them and some occasionally more than this. However, the most able students do not always reach the highest levels they are capable of. This is because the reading materials they use are not sufficiently hard enough to extend their skills.
- Teachers are well qualified and experienced in teaching early stage bilingual learners. They demonstrate good skills at supporting such learners in English and mathematics, so that students make rapid progress in accessing the curriculum. However, they do not always plan work in some subjects, such as science, sufficiently to ensure activities are well matched to students' needs or are challenging enough to enable them to progress further.
- The college has an effective assessment process that gives teachers accurate information on students' starting points. Current students have been correctly identified as arriving with good mathematical skills but some lack the language skills in English to describe their calculations.
- The teaching of information and communication technology (ICT) is effective. The college has a well-equipped network room and students are able to save and identify their work so that progressive portfolios can be built up. They learn about the characteristics of files, systems and the use and application of simple software. Students enjoy the effective programme of weekly visits to such places as the local bank and post office and the teaching of life skills connected with these visits. These learning activities give them good access skills for transition to college or employment.
- Teachers mark students' work regularly. Students confirm that they understand how to improve their work as a result of the feedback staff give them.
- The college is a recognised examination centre and conducts all its validation activities well. It has received a series of good moderation reports in the past.

### **The achievement of pupils**

### **requires improvement**

- Students make the progress expected of them in basic literacy, mathematics, ICT and life skills linked to life in modern Britain. However, their progress in extending these skills to higher levels, and especially to help the most able students reach the highest levels in reading, requires improvement.
- Students develop the basic skills in English quickly following arrival. The students work on letter sounds and words and move rapidly to the sentence level. This helps them express their ideas clearly and gain access to the wider curriculum.
- The college is skilled at identifying gaps in their recent learning of English, mathematics and science but the activities offered do not always give them opportunities for further progression. As a result, achievement and challenge requires improvement.
- The college understands its duty under the 2010 Equality Act to provide and monitor the progress of Gypsy, Roma and Traveller students as defined by the Equality Act 2010, and pays particular attention to

their achievement.

- Last year all students who left at the end of Year 11 successfully gained places in local further education colleges for access or subject courses. No students were identified as not being in training, education or employment.

### **The sixth form provision**

### **requires improvement**

- The college is registered for sixth form provision. It does not have any students in this age range at present and has not offered any such courses for almost one year.
- The college has not maintained staff training relevant to continuing good provision at sixth form level, in readiness for admitting such students. This aspect requires improvement.

## What inspection judgements mean

### School provision

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: [www.gov.uk/government/publications/non-association-independent-school-inspection-handbook](http://www.gov.uk/government/publications/non-association-independent-school-inspection-handbook).



## School details

<b>Unique reference number</b>	135238
<b>Inspection number</b>	454273
<b>DfE registration number</b>	330/6116

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

<b>Type of school</b>	Girls' secondary school
<b>School status</b>	Independent school
<b>Age range of pupils</b>	14–19
<b>Gender of pupils</b>	Girls
<b>Gender of pupils in the sixth form</b>	Girls
<b>Number of pupils on the school roll</b>	4
<b>Of which, number on roll in sixth form</b>	0
<b>Number of part time pupils</b>	1
<b>Proprietor</b>	Hazrat Sultan Bahu Trust
<b>Principal</b>	Baldev Mavi
<b>Headteacher</b>	Baljinder Johal
<b>Date of previous school inspection</b>	June 2012
<b>Annual fees (day pupils)</b>	£6,600
<b>Telephone number</b>	0121 789 7060
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