

# Cambridge Street School

Cambridge Street, Batley, West Yorkshire WF17 5JB

## Inspection dates

20–22 September 2016

### Overall effectiveness

**Inadequate**

Effectiveness of leadership and management

**Inadequate**

Quality of teaching, learning and assessment

**Inadequate**

Personal development, behaviour and welfare

**Requires improvement**

Outcomes for pupils

**Inadequate**

Overall effectiveness at previous inspection

Not previously inspected

## Summary of key findings for parents and pupils

### This is an inadequate school

- Not all leaders and managers have the skills and knowledge to carry out their roles effectively.
- Leaders and managers have not ensured that all the independent school standards are consistently met.
- Leaders and managers have not accurately identified weaknesses in the school in a timely manner.
- Senior leaders do not gather accurate information to check the progress pupils are making.
- Standards reached by pupils in many subjects, particularly literacy, are low.
- Teachers' expectations of what pupils can achieve are often too low.
- Teachers do not use their knowledge of what pupils know and are capable of achieving to plan their lessons accurately.
- Leaders and managers do not monitor the quality of teaching effectively to bring about improvement.
- Leaders and managers do not give teachers appropriate support and guidance so that they can improve their teaching.
- Pupils learn about different religions but do not have the opportunity to demonstrate tolerance. They do not learn about culture in different societies, such as traditions, architecture and music. Nor do they learn how they can positively contribute to society.
- Too frequently teachers do not have the range or quality of resources to teach some subjects effectively.
- Pupils do not get enough constructive feedback from teachers on how they can improve their work.

### The school has the following strengths

- Pupils feel safe and enjoy coming to school. Pupils achieve high levels of attendance.
- The new assistant headteacher and deputy headteacher show a determination to bring about improvement and have begun to identify and prioritise areas for improvement.
- Pupils are polite and respectful. Pupils learn about the diversity found in Britain today, such as same sex marriage, and respect and accept difference.
- Teachers have good relationships with the pupils and want them to succeed.

### Compliance with regulatory requirements

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

## Full report

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

- Improve leadership and management by ensuring that:
  - areas for development in the school are identified quickly and that actions are taken to bring about improvement
  - all leaders and managers have the skills, knowledge and time to carry out their roles effectively
  - regular and accurate information is gathered on the standards pupils are reaching so that parents and teachers have precise knowledge on the progress pupils are making
  - teachers have access to the necessary resources to enable them to deliver an appropriate curriculum
  - the quality of teaching is carefully monitored and teachers are given good-quality support and guidance to bring about improvement
  - pupils have the opportunity to demonstrate tolerance of different religions and cultures, learn about different cultures and understand how they can contribute positively to the local, national and global community
  - teachers give pupils constructive feedback, in accordance with the school's marking policy, so that they know how they can improve their work.
- Improve the quality of teaching by ensuring that teachers:
  - raise their expectations of what pupils can achieve in all subjects, but particularly in literacy across all subjects
  - use their knowledge of pupils' abilities and, when available, assessment information to meet the different academic needs of pupils.

### The school must meet the following independent school standards

#### ■ Part 1. Quality of education provided

- The proprietor must make sure that the written plans and schemes of work are implemented effectively and that they take into account the aptitudes and needs of all pupils (paragraph 2(1), 2(1)(a), 2(1)(b) and 2(1)(b)(i)).
- The proprietor must ensure that all pupils receive careers guidance which is impartial and allows them to make informed choices and encourages them to fulfil their potential (paragraph 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)).
- The proprietor must ensure that the teaching at the school allows pupils to make good progress. He must ensure that teaching takes into account pupils' needs and prior attainment to help them learn and that it uses effective methods, a range of good quality resources and information from assessment to plan teaching (paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f) and 3(g)).
- The proprietor must ensure that a clear framework is in place so that pupil performance can be evaluated (paragraph 4).

#### ■ Part 2. Spiritual, moral, social and cultural development of pupils

- The proprietor must ensure that pupils have the opportunity to contribute or understand how they can contribute to society and that they learn an appreciation of other cultures (paragraph 5, 5(b), 5(b)(iii) and 5(b)(v)).

#### ■ Part 6. Provision of information

- The proprietor should ensure that the annual report written for parents contains information about their child's progress (paragraph 32(1) and 32(1)(f)).

- The proprietor must ensure that information is readily available to parents should they request it, such as provision for pupils with education, health and care plans or who speak English as an additional language, the arrangements for first aid and particulars of the school's previous year's academic performance (paragraph 32(1), 32(1)(b), 32(3), 32(3)(b), 32(3)(d) and 32(3)(e)).

■ **Part 8. Quality of leadership in and management of schools**

- The proprietor must ensure that the persons with leadership and management responsibilities at the school have the skills and knowledge to ensure that the independent school standards are met consistently (paragraph 34(1), 34 (1)(a) and 34(1)(b)).

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leaders and managers have not quickly and accurately identified areas for development in the school. Consequently, the quality of teaching and learning has not improved during the past year.
- Senior leaders and teachers do not have information on how well pupils are achieving. They do not have an accurate view of what pupils can do when they start at the school and therefore are unable to ascertain how much progress they make. There is not a systematic review of pupils' work or standardised test results to see if pupils are making the progress they should be making and are capable of.
- Leaders and managers have designed bespoke exercise books for pupils which include precise marking guidance, and a new marking policy has also recently been written. This guidance is not currently well used and pupils continue to receive very little feedback, verbal or written, about how they can improve their work. This hinders the progress that they could make.
- Parents receive information about their child's attainment which is gained from teacher assessments which are not standardised or moderated. Therefore, they do not get an accurate picture of their child's attainment, particularly in relation to age-related expectations. Parents do not currently receive any information on their child's progress.
- Teachers have been observed twice by headteachers from other schools in the last year to measure the quality of learning. However, very little monitoring of teaching was undertaken by senior leaders. The senior leaders at that time also lacked the skills and knowledge to bring about improvement. Consequently, teachers have received little support and guidance on how to improve their teaching.
- Many teachers are prevented from delivering the curriculum that is required for pupils of this age, due to the lack of appropriate resources, particularly in science, mathematics and reading.
- Pupils in Year 10 last year received careers guidance from some visiting speakers from the local authority. Other pupils in the school do not have access to any form of careers guidance. Therefore, many pupils have aspirational career choices but are unaware of what is needed to fulfil their ambitions.
- A new assistant headteacher and deputy headteacher have been in place since 1 September 2016 and they are quickly identifying areas of development. They have written policies such as the marking policy; however, due to teaching commitments, they have little time to monitor its effectiveness and impact.
- Pupils learn about different aspects of their life in Britain and about the diversity in Britain today. Pupils accept that people are different and that difference must be respected. Pupils in key stage 4, however, do not have a timetabled citizenship lesson; therefore, their opportunities for discussion and gaining more knowledge about society today are limited.
- Pupils learn about a range of different religions and compare these to their own. They also consider the values and viewpoints of those who have different beliefs. However, this learning is rarely extended beyond the classroom and has limited impact.
- Senior leaders have not planned for pupils to learn about different cultures, such as the customs, architecture and art found in different countries. As a result of pupils'

narrow range of experiences beyond the school and the classroom, pupils cannot demonstrate tolerance and appreciation of different religions and cultures.

- Parents are extremely pleased with the work the school does and consider that their children are happy and enjoy school.

### **Governance**

- The proprietor has not challenged the school leadership; nor has he, until recently, offered appropriate support. Therefore, problems that have occurred due to absent teachers and poor-quality teaching have not been tackled. This lack of action has directly affected pupils' learning and achievements.
- The proprietor has not ensured that those with leadership and management responsibilities have the skills and knowledge to ensure that the quality of education that the pupils receive is consistently good or better, and that the independent school standards are consistently met. Therefore, the quality of teaching and learning is too often inadequate and is not improving at a fast enough rate.

### **Safeguarding**

- The arrangements for safeguarding are effective. The new assistant headteacher has taken on the role of designated safeguarding lead. He has ensured that all staff received up-to-date training at the beginning of September. Consequently, all staff are very aware of their responsibilities and how to respond if they have any concerns. Pupils say they feel safe, and parents consider their children are very safe in school. The school has an appropriate safeguarding policy which takes into account government requirements, and is available to parents on request. The school is quick to address any potential safety issues, such as the fire door which was difficult to close after it had been opened. Although pupils rarely use the internet, they have an excellent knowledge of cyber bullying and how to deal with it, and have learned good strategies to keep themselves safe when using the internet. However, pupils have little knowledge of the dangers of using drugs, and how to keep themselves safe in a range of other situations, such as when using the road, and fire safety.

### **Quality of teaching, learning and assessment**

### **Inadequate**

- Teachers do not have high enough expectations of what pupils can achieve, particularly in literacy. Teachers do not identify basic spelling mistakes and grammatical errors often enough. Therefore, the standard of literacy is low across all subjects.
- Teachers do not use their knowledge of pupils' abilities to plan what they are about to teach. Consequently, in too many lessons pupils of differing abilities all complete the same work, and expectations are that they also all learn to the same depth. Too often this means that the needs of the most able pupils are not met.
- Most-able pupils occasionally demonstrate the ability to produce work of a higher standard. However, this is not recognised by teachers and therefore pupils do not consistently maintain this high standard, particularly in literacy. In some subjects, such as mathematics, the most able pupils are not able to reach higher standards as the teachers lack the expertise and knowledge to help pupils continue their learning.
- Teachers have developed good relationships with their pupils. Pupils are not afraid to ask questions or have a go and learn from their mistakes.
- Teachers do not get the appropriate guidance to help them improve their skills; however, they are enthusiastic and committed to improving so that they can help pupils learn.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils do not have first-hand experience of other religions or cultures and not enough of them take on roles of responsibility. Consequently, this impedes their personal development.
- Although pupils do not have much experience of using the internet, they have a good knowledge of how to stay safe. They also know what cyber bullying is and how they should respond should they ever be subjected to it.
- Pupils are generally confident and articulate. Pupils spoke to and treated the inspectors with respect and made considered responses when speaking to them.

### Behaviour

- The behaviour of pupils is good.
- Pupils like their school and rates of attendance are high. Pupils are rarely late in arriving at school and are always well prepared for lessons.
- Pupils' conduct around the school is calm and orderly. They organise themselves well and respond immediately to any directions given by adults.
- Pupils are polite and courteous to each other. Pupils of all ages mix well together.

## Outcomes for pupils

**Inadequate**

- Levels of attainment are low across many subjects, particularly literacy. Progress in many lessons is too slow, particularly for the most able pupils. Consequently, pupils are not well prepared for the next stage of their education, training or employment.
- Leaders and managers have some information on pupils' attainment. However, too often this is gained solely from assessments that are written by and marked by teachers. Therefore, accurate information on how well pupils are doing is not readily available.
- Pupils' standards in reading are broadly in line with those typical for their ages. However, the lack of reading materials and opportunities to read means that pupils' range of vocabulary and spelling are poor.
- A very small minority of most-able pupils have taken GCSE examinations early with positive outcomes, particularly in mathematics and science. However, pupils in Year 9 who took their GCSE mathematics and achieved grade B or above are now unable to follow up on this good attainment as teachers lack the skills and knowledge to teach to a higher level.
- Pupils in Year 10 also took their GCSE mathematics early, although they did not get the grades anticipated. 66% of them gained a grade C or above.
- Attainment in science is stronger than in other subjects. 84% of Year 10 pupils who took GCSE science in 2016 gained a good level of attainment at a level C or above.

## School details

Unique reference number	142330
DfE registration number	382/6004
Inspection number	10012860

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.

Type of school	Other independent school
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	35
Proprietor	Mr K Raja
Headteacher	Mr A Raja
Annual fees (day pupils)	£1,350
Telephone number	01924 476 741
Email address	cambridgestreetschool@mail.com
Date of previous inspection	Not previously inspected

## Information about this school

- Cambridge Street School is a Muslim boys school. It accepts boys between the ages of 11 and 16 years.
- Cambridge Street School has the capacity to accept 100 boys and currently has 35 pupils on roll.
- The school accepts pupils of all abilities. There are currently no pupils on roll who have a disability, a statement of special educational needs or an education, health and care plan.
- The school operates on one site only and pupils do not give or receive services from any other provider.
- This is the school's first standard inspection since it became registered by the Department for Education on 25 August 2015. It received a pre-registration visit in July 2015.

## Information about this inspection

- This inspection was carried out over two and a half days by one of Her Majesty's Inspectors and one Ofsted Inspector.
- The inspectors held meetings with the headteacher, the assistant headteacher, the deputy headteacher and the proprietor. They also spoke to a number of teachers.
- Inspectors spoke to parents and considered four letters written by parents. There were no responses to Ofsted's online questionnaire, Parent View. The views expressed were taken into account.
- Inspectors spoke to pupils both informally and formally during the school day. Inspectors also heard pupils read. They also considered the work in books in a range of subjects across all year groups. The inspectors studied the information on pupils' attainment in GCSE examinations.
- The inspectors visited all the classrooms and observed learning in a range of subjects. They also observed and considered behaviour throughout the school day, including breaktimes and at registration.
- The inspectors toured the building both inside and outside to ensure that the relevant independent school standards were met and that pupils' welfare is taken into account.
- The inspectors examined school documentation, including a range of policies required as part of the independent school standards. Documents relating to safeguarding, behaviour and welfare, as well as health and safety documents, were also studied.

## Inspection team

Jo Sharpe, lead inspector  
Cathy Morgan

Her Majesty's Inspector  
Ofsted Inspector

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