

Cambridge Street School

Cambridge Street, Batley, West Yorkshire, WF17 5JB

Inspection dates

3 July 2017

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i)

- The inspection in September 2016 identified that written plans and schemes of work did not take into account the different aptitudes and needs of pupils.
- The Department for Education (DfE) required the school to develop an action plan to address weaknesses. The action plan notes that the curriculum policy will be updated and schemes of work will take into account the needs of all pupil groups. It also specifies that the headteacher and assistant headteacher will monitor teachers' planning half termly.
- Senior leaders have purchased a number of commercial schemes which show clearly and in detail how the curriculum, according to the policy, will be implemented. Senior leaders have designed a pro-forma that teachers must use to plan their lessons. These plans take into account the needs of all pupils.
- The acting headteacher monitors lesson plans weekly. The acting headteacher, along with external advisers, also monitors the quality of teaching through regular lesson observations.
- Leaders and managers have now ensured that these standards are met.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f)

- The previous inspection identified that the quality of teaching was inadequate. Teachers did not have the skills to enable pupils to make good progress.
- The inspection also found that a lack of resources, particularly in science, mathematics and reading, prevented teachers from delivering an appropriate curriculum.
- In their action plan, school leaders confirmed an allocation of funding to improve available resources.
- The action plan notes a number of strategies to be implemented to improve the quality of teaching. For example, working with external trainers, consultants and school improvement partners, regular staff meetings to share good practice and school leaders being given the time to monitor the quality of teaching.

- Senior leaders and external consultants have identified weaknesses for all teaching staff, and for the vast majority of staff, this has led to a gradual improvement in the quality of teaching.
- The monitoring of, and improvement in the quality of teaching have led to an increased number of pupils making good progress across a range of subjects. However, progress in English is weak and literacy skills in all subjects are not as good as they could be.
- Senior leaders, along with external support, have taken action to address weaknesses in English. For example, Year 7 and Year 8 pupils are attending weekly study sessions at the local library. However, the impact on pupils' attainment is not yet evident.
- The proprietor has invested in a range of equipment and resources, particularly in science, mathematics and reading, to support more effective teaching. Senior leaders have purchased an appropriate commercial English curriculum scheme which allows pupils access to a range of different texts. However, the range of literature for reading is still limited.
- The proprietor has ensured that standards 3(b), 3(c), 3(d) and 3(e) are now met.
- The standards 3, 3(a) and 3(f) are not met.

Paragraph 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)

- In September 2016, only pupils in Year 10 received careers guidance.
- The school's action plan indicated that each pupil would have a careers portfolio and the local authority youth service would work with pupils to help inform them of the different post-16 options available to them.
- All pupils have benefited from impartial careers guidance from the local authority youth service. This allows them to start building up a bank of information which will then form part of their careers portfolio.
- Some pupils visited a careers event at a local youth club and others a conference in Manchester about leadership roles in society. A visit from a journalist also helped pupils consider the range of options available to them in their future careers.
- The proprietor and senior leaders have ensured that these standards are now met.

Paragraph 3, 3(g), 4

- Inspectors on the inspection in September 2016 found that there was little or no gathering of information on pupils' achievement.
- According to the school's action plan, the assistant headteacher will develop an assessment tool and update the assessment policy so that pupils' progress can be tracked. The plan notes that he will then train teachers so they can use this tool.
- The acting headteacher has worked with a local school and commercial packages to develop a comprehensive system which allows school leaders and teachers to follow pupils' progress.

- Teachers now use a clear set of criteria to judge whether pupils have 'developing',

'secure' or 'good' knowledge of the units taught. This information is used to plan teaching and to identify pupils who are making good progress and those who are not. Pupils who are not making good progress are now being given extra support to help them catch up to where they should be.

- Teachers also use this information to give parents detailed information about their children's progress.
- The proprietor and senior leaders have ensured that these standards are now met.

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

Paragraph 5, 5(b)(iii), 5(b)(v)

- Inspectors in September 2016 identified that pupils did not have enough opportunities to gain knowledge and understanding of different cultures and beliefs, or to learn how they can contribute to the society in which they live.
- The school's action plan states that a number of different activities are to take place, including visits to museums, theatres and the Houses of Parliament, and visitors to the school from other faiths.
- Pupils comment enthusiastically about the range of activities in which they now take part to help them to make a positive contribution to society and to learn about and respect other people and diversity found in the world today. For example, some are volunteering at a local homelessness project.
- Pupils have shown other pupils from a local faith school around their mosque, helping them to gain an understanding of the difference between their beliefs and the beliefs of others. Religious education lessons and assemblies, such as the one that celebrated different observances of Christmas around the world, also help pupils learn about different religions and cultures.
- Pupils have taken part in a number of sporting activities alongside people of different faiths and genders. This has promoted a respect and appreciation of others around them, as has the work they have done on 'inspirational women in society'.
- The proprietor and senior leaders have ensured that these standards are now met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The previous inspection identified that safeguarding was effective. Staff were aware of how to respond if they have concerns and pupils said that they felt safe.
- The school continues to have a safeguarding policy that takes into account current government guidelines. This policy, along with many others, is available for parents on the new school website.
- School leaders continue to work closely with the local authority to ensure that they are aware of all current government guidelines and engage well with parents to ensure that pupils are supported and safe. Pupils are still aware that an independent listener is available should they need one.
- The proprietor and senior leaders have ensured that these standards continue to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(b), 32(1)(d), 32(1)(f), 32(3), 32(3)(b), 32(3)(d), 32(3)(e)

- The previous inspection identified that required information, such as annual reports and school policies, was not readily made available for parents and carers.
- Leaders confirm in the action plan that pupils' annual report for parents and a new school website will now contain the required information.
- At the time of Ofsted's evaluation of the action plan in February 2017, the school did not have a website. At the time of this inspection, the school had a website. The website contained all the required information or a comment that it was available to parents on request.
- Teachers are sending out an annual report to parents for the first time at the end of this academic year. The template for the report shows that teachers will use the information gathered on the new assessment system to show pupils' attainment and progress in each taught subject, plus written evaluations from teachers. This information has already been shared verbally with parents at consultation appointments.
- The proprietor and senior leaders have ensured that these standards are now met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b)

- The inspection in September 2016 identified that the proprietor had not ensured that all the independent school standards were met. It also noted that senior leaders did not have the time to bring about improvement.
- The action plan states that senior leaders will receive training and trustees and governors will ensure monitoring is more rigorous.
- The proprietor has successfully ensured that the acting headteacher and assistant headteacher have time, without teaching commitments, to improve the quality of teaching. They have worked well with a number of colleagues in different educational establishments to secure improvements. They have purchased and trialled commercial schemes and produced their own schemes to support this improvement.
- A new governing body has been formed and governors are challenging and supporting senior leaders so that improvement continues. They receive information from senior leaders on pupils' progress and the quality of teaching.
- Improvements by leaders and managers have ensured that the majority of the independent school standards which were not met at the previous inspection have now been met. However, not all the independent school standards are consistently met, so that these requirements for the leadership and management of the school are not met.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school does not meet the following independent school standards

Part 1. Quality of education provided

Paragraph 3, 3(a), 3(f)

- The proprietor has not ensured that pupils make good progress according to their ability, particularly in English, and that teachers have access to good quality, quantity and range of resources so that they can teach effectively.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b)

- The proprietor has not ensured that persons with leadership and management responsibilities at the school ensure that the independent school standards are met consistently.

The school now meets the following independent school standards

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i); paragraph 3(b), 3(c), 3(d), 3(e) ; paragraph 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii) ; paragraph 3, 3(g), 4

- The proprietor has ensured that the written policy on the curriculum is appropriately supported by plans and schemes of work. He has ensured that teaching is well planned and takes into account pupils' academic needs. The proprietor has ensured a framework for pupils' performance to be evaluated is in place.

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

Paragraph 5, 5(b)(iii), 5(b)(v)

- The proprietor has ensured that through a range of activities, pupils have opportunities to gain knowledge and understanding of different cultures and beliefs and to learn how they can contribute to the society they live in.

Part 6. Provision of information

Paragraph 32(1), 32(1)(b), 32(1)(d), 32(1)(f), 32(3), 32(3)(b), 32(3)(d), 32(3)(e)

- The proprietor has ensured that the required information is now made available for parents and carers, such as annual reports and school policies.

School details

Unique reference number	142330
DfE registration number	382/6004
Inspection number	10034649

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	Independent Muslim secondary school
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	26
Number of part-time pupils	0
Proprietor	Mr Khabbaab Raja
Chair	Mr Yusuf Bham
Acting headteacher	Mr Abdullah Sheikh
Annual fees (day pupils)	£1,350
Telephone number	01924 500487
Website	www.cambridgestreetschool.com
Email address	admin@cambridgestreetschool.co.uk
Date of previous standard inspection	20–22 September 2016

Information about this school

- Cambridge Street School is a Muslim boys' school. It accepts up to 100 boys between the ages of 11 and 16 years. No pupils currently on roll have a statement of special educational needs or an education, health and care plan for their special educational needs and/or disabilities.
- The school received its first standard inspection in September 2016, when it was judged to be inadequate.
- The school operates on one site only and links are not made with any other providers to

give or receive services.

- The school now has a website.
- The school is currently changing its proprietorial status. The new governing body is shortly to become formally the proprietorial board. The Department for Education has not yet been informed of this proposed change.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools, the Department for Education (DfE). The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This was the school's first progress monitoring inspection since being judged to be inadequate in September 2016. The inspection was conducted by one of Her Majesty's Inspectors without notice.
- The school produced an action plan to demonstrate how it would meet the unmet standards identified at the last inspection. The DfE confirmed in February 2017 that the action plan was acceptable.
- The inspector spoke to pupils in Year 9 and Year 10 and considered learning evident in pupils' books in a range of subjects for pupils in Years 7, 8, 9 and 10. Some learning in classrooms was observed, although pupils in Years 7, 8 and 11 were not in school at the time of the inspection.
- The inspector held meetings with the acting headteacher, the assistant headteacher and several teachers.
- The inspector examined school documentation relating to safeguarding, pupils' progress and previously unmet independent school standards.

Inspection team

Jo Sharpe, lead inspector

Her Majesty's Inspector

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