

# West Midlands Education and Skills

86 Watery Lane, Middleway, Bordesley, Birmingham B9 4HN

**Inspection dates**

19 February 2019

**Overall outcome**

**The school is likely to meet all the independent school standards when it opens**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), (2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h) 2(2)(i),*

- The curriculum policy and schemes of work show that pupils are likely to experience a broad curriculum. The planned curriculum should enable pupils to acquire speaking, listening, literacy and numeracy skills and make progress in a range of subjects.
- Plans show that the curriculum is designed to reflect the school's ethos, which is to promote pupils' self-esteem, independence, self-reliance and future opportunities.
- Leaders have mapped out how and where the curriculum will develop pupils' personal, social and emotional needs and how leaders will actively promote British values. In this way, the curriculum should help pupils learn to respect other people, paying regard to the protected characteristics set out in the Equality Act 2010.
- Curriculum plans are sufficiently detailed. They are geared towards pupils achieving recognised qualifications in an appropriate range of academic and vocational subjects.
- Leaders anticipate that most, and possibly all, of the school's pupils will have an education, health and care (EHC) plan. Specific instruction in the teaching and learning policy instructs teachers how to adapt schemes of work to meet the individual requirements of each pupil's plan.
- Leaders have established a process to create a profile of each pupil's learning needs. This will take account of the pupil's prior academic achievement, their preferred ways of learning and information from the EHC plan, if one exists. The teaching and learning policy instructs teachers to use the profile when planning every lesson to make the intended learning relevant and accessible to each pupil.
- The curriculum is strongly focused on re-engaging disaffected pupils with education and helping them to succeed socially, emotionally and academically. This, and the flexibility to deliver the curriculum so that each individual pupil can learn in a way that suits them, leads to a curriculum that is designed to help prepare pupils for adult life.
- Leaders have ensured that these standards are likely to be met.

*Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4*

- Policies show that teachers are to continuously adapt their approach to teaching to maintain pupils' interest and curiosity. Those teachers who are already appointed are experienced in the field of educating pupils with social and emotional difficulties. They have relevant knowledge for the subjects they will teach. Leaders plan to provide detailed guidance to support teachers to teach pupils with specific special educational needs and/or disabilities (SEND). This means that teachers are likely to adapt curriculum plans appropriately to ensure that pupils remain motivated and acquire the knowledge they need to make progress.
- The school is to open as a new school on the premises of an existing one that is planned to close. The proprietors have secured the use of the wide range of appropriate resources currently used by the existing school to deliver the planned curriculum.
- An assessment framework sets out how teachers will ascertain what pupils know and can do when they start at the school. The policy demonstrates the steps that teachers will take to monitor pupils' ongoing progress and how they will report this to parents. Pupils are to study for entry-level qualifications in English, mathematics and a range of other subjects. The intention is that pupils will be able to study mathematics and English to higher standards, including to GCSE level, if they have the ability to do so.
- A clear and easy-to-follow policy is in place to manage pupils' behaviour. This is designed to reward pupils for applying themselves to their studies and taking responsibility for their own progress.
- Leaders have ensured that these standards are likely to be met.

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

*Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)*

- Leaders have mapped out where each aspect of pupils' spiritual, moral, social and cultural (SMSC) development will be promoted across all subjects of the curriculum. Teachers' daily planning is to show how each lesson contributes to the delivery of that plan. The intended coverage is comprehensive. It includes promotion of British values.
- The planned activities to promote pupils' SMSC development include multiple opportunities to make them aware of the existence of opposing political views and the need to balance these when forming opinions. In this way, leaders intend to protect pupils from exposure to partisan or extremist viewpoints.
- Leaders have ensured that these standards are likely to be met.

## Part 3. Welfare, health and safety of pupils

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

- Leaders have made arrangements to safeguard and promote the welfare of pupils through a comprehensive written safeguarding policy that complies with the latest statutory guidance. The policy provides information designed to ensure that staff report any concerns they have about a pupil appropriately, using a secure electronic

system. Leaders have suitable plans in place to train new staff to use this system before they begin to work with pupils.

- Most pupils will spend at least some of their time in 'designated off-site venues'. These are local businesses and organisations that have agreed to allow individual pupils and their tutors to carry out teaching within their facilities. Leaders have set up rigorous systems to assure pupils' safety at these venues and en route between these and the school.
- Leaders have ensured that these standards are likely to be met.

*Paragraph 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a), 16(b)*

- The proprietors have drawn up suitable policies for the promotion of good behaviour and to prevent bullying. These policies clearly show how pupils will receive rewards if they behave well and what sanctions they will incur if they do not. A database is established in which leaders will record incidents of misbehaviour and the sanctions applied.
- Leaders have established relevant policies to assure pupils' health and safety and their welfare. These policies clearly define staff roles and responsibilities. The proprietor is well placed to ensure that risks are identified and addressed.
- The proprietors have ensured that the school will fully comply with the Regulatory Reform (Fire Safety) Order 2005<sup>1</sup> when it opens. The proprietor already makes the necessary checks on the premises and equipment. Staff are suitably trained in managing fire risk and acting safely in the event of a fire.
- Arrangements for administering first aid in the school, and at the designated off-site learning venues, are suitable. First aiders in the school are well trained. Leaders have established a system to ensure that pupils will know what to do in each of the off-site venues if they are hurt or unwell.
- The proprietors have set out strict protocols for the supervision of pupils at, or in transit to, the designated off-site learning venues. This is so that leaders will always know pupils' whereabouts and to ensure that pupils are not at risk from their contact with members of the public.
- An admissions register is in place ready for leaders to record the details of pupils when the school opens. The details to be recorded meet requirements. Appropriate attendance registers are also ready to be used.
- Leaders have ensured that these standards are likely to be met.

#### Part 4. Suitability of staff, supply staff, and proprietors

*Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(2)(f), 18(3), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(6), 21(7), 21(7)(a), 21(7)(b)*

- Most of the staff to be employed at the proposed school currently work at the existing school on the same site. The proprietor has ensured that all necessary checks of staff,

<sup>1</sup> S.I. 2005/1541, to which there are amendments not relevant to these Regulations.

governors and proprietors have been made prior to transfer to the new school. These checks are recorded appropriately in a single register of staff.

- Leaders have ensured that these standards are likely to be met.

#### Part 5. Premises of and accommodation at schools

*Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(b)*

- The standards for Part 5 were met at the previous inspection of the school that currently uses the site. The proprietors have maintained the premises to at least a similar standard since.
- The proprietors have ensured that there are appropriate toilet and washing facilities on the premises, for the separate use of boys and girls. These are for the exclusive use of pupils. Staff have facilities elsewhere in the building.
- There is a designated space for the medical examination and treatment of pupils. It contains a bed, a toilet and a washing facility.
- Acoustic and lighting conditions are appropriate. There is adequate outdoor lighting.
- Suitable, appropriately marked, drinking water facilities are accessible at all times in a separate area to the toilets and there is an adequate supply of hot and cold water.
- The proprietors have ensured that hot water does not pose a scalding risk.
- There is suitable outdoor space for pupils to play.
- The proprietors have booked the use of a nearby leisure centre so that pupils can experience physical education (PE) in suitable surroundings. This facility is appropriate for the delivery of the school's proposed scheme of work for PE.
- Leaders have ensured that these standards are likely to be met.

#### Part 6. Provision of information

*Paragraph 32(1), 32(1)(a), 32(1)(b), 32(2)(b)(ii), 32(1)(c), 32(2)(d), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f)*

- The proprietors have commissioned a company to produce a school website. A pre-launch version of this was available to view during the inspection. Leaders were able to show where each piece of required information was to be inserted, such as the names and contact details of the proprietors and a statement of the school's aims.
- All the necessary policies and documents are ready to be uploaded. Therefore the website is likely to provide parents with information about: arrangements for admissions; behaviour, misbehaviour and exclusions; health and safety, including first aid; the curriculum; the complaints policy; and provision for pupils with SEND and those who speak English as an additional language.
- Leaders intend to publish the school's safeguarding policy on the school's website.
- Leaders have established an area on the website to share the school's future academic performance.

- Leaders have established a template to support the provision of an annual written report of pupils' progress and attainment to parents.
- An online accounting system will be used to keep track of income received from local authorities to support pupils' EHC plans. It will also provide information for local authorities to account for the use of the funding.
- The proprietors understand the requirement to provide information needed for the review of pupils' EHC plans.
- Leaders have ensured that these standards are likely to be met.

#### Part 7. Manner in which complaints are handled

*Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)*

- Leaders have written a complaints policy. The policy has: a clear timescale; the opportunity for a complaint to be considered on an informal basis; and provision for a hearing before an appropriate panel where preceding stages have not resolved a concern.
- The policy makes provision for a complainant to be accompanied at a panel hearing. It states that a written record will be kept of the outcome of complaints and any resulting actions taken.
- Leaders have ensured that these standards are likely to be met.

#### Part 8. Quality of leadership in and management of schools

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

- Leaders have worked hard to familiarise themselves with the requirements of the independent school standards. They have relevant knowledge and experience to enable them to carry out their duties effectively. They have plans in place to frequently review the school's performance and to make sure that it continues to meet the independent school standards.
- Leaders have made suitable arrangements to safeguard pupils and to promote their welfare and emotional well-being.
- Leaders have ensured that these standards are likely to be met.

#### Schedule 10 of the Equality Act 2010

- Leaders have drawn up an accessibility plan in accordance with Schedule 10 of the Equality Act 2010.
- Leaders have ensured that these standards are likely to be met.

## **Compliance with regulatory requirements**

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## Proposed school details

Unique reference number	146563
DfE registration number	330/6044
Inspection number	10093236

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent school
School status	Independent school
Proprietors	Paul Hodgetts and Sharon Saunders
Chair	Jim Ryan
Headteacher	Paul Hodgetts
Annual fees (day pupils)	£24,700 to £25,502
Telephone number	0121 772 7772
Website	Not available
Email address	<a href="mailto:learning@westmidlandseducationandskills.org.uk">learning@westmidlandseducationandskills.org.uk</a>
Date of previous standard inspection	Not previously inspected

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	Not applicable	11–19	11–19
Number of pupils on the school roll	Not applicable	25	25

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	25
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	Up to 25
Of which, number of pupils with an education, health and care plan	Not applicable	Up to 25
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Up to 25



## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	9
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	0

## Information about this proposed school

- The school is located in a converted manufacturing unit on the outskirts of Birmingham city centre.
- The school will cater for pupils with social, emotional and mental health needs who have previously had disruption to their education. The majority of pupils are expected to have EHC plans.
- The building is currently occupied by an existing independent school, Archway Academy. The proprietor of that school plans to close it as soon as West Midlands Education and Skills (WMES) opens. The pupils who are currently registered to the existing school will transfer to the roll of WMES. The staff who will be employed by WMES are already working with pupils in the existing school.
- The school will not make use of any alternative provision. However, most of the school's pupils will spend some or all of their time being educated by their tutors in 'designated learning venues'. These venues are located in local businesses and other organisations, such as museums and libraries. The proprietors intend to visit pupils at these venues frequently and to maintain oversight of the quality of education they receive from their tutors.

## Information about this inspection

- This is the school's first pre-registration inspection.
- The inspector undertook a range of activities to ascertain if the school is likely to meet the independent school standards. Inspection activity included: meeting with the proprietors, a member of staff and the proposed chair of the governing body; the review of a wide range of policies, including those related to the curriculum and associated schemes of work, systems and procedures; and a tour of the premises including outdoor space, the proposed teaching bases and kitchen and dining facilities.
- The inspector also took account of arrangements for pupils' welfare and safeguarding. This inspection work included reviews of: the school's checks on the suitability of staff, proprietor and governors; the safeguarding policy; health and safety policy; and fire risk assessment.

## Inspection team

Sandy Hayes, lead inspector

Her Majesty's Inspector

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