

Camp Hill Education

Stratford Road, Birmingham B11 1AR

Inspection date

22 July 2019

Overall outcome

The school is likely to meet all of 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(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4

- Leaders' policies and plans take account of fundamental British values. They have clear plans as to how teaching activities, assemblies and the culture of the school will promote these values.
- There are schemes of work and associated plans in place for the full range of subjects. Plans are also in place for these subjects to be taught at different levels, so that there is an appropriate curriculum for pupils in different year groups and with different levels of ability. These plans have been designed specifically for the wide range of pupils the school proposes to admit.
- The schemes of work and associated plans are likely to ensure that pupils acquire speaking, listening, literacy and numeracy skills.
- The assessment policy shows what is expected of teachers, pupils and leaders. It demonstrates that leaders have considered the ways in which assessment will be used to communicate with parents and carers about pupils' progress.
- Leaders have a well-thought-out vision for the school's contribution to pupils' personal, social, health and economic development. They have reflected accurately on the sorts of challenges that the pupils they propose to admit will pose. They understand the local context and articulate the ways in which the curriculum will meet pupils' needs clearly.
- Leaders have considered the most recent guidance for careers education and have a plan in place so that all pupils will have access to impartial, up-to-date careers advice at the relevant stages of their education. The post-16 curriculum plans focus very carefully on employability, work-based skills and basic English and mathematics learning to assist in students' readiness for their next steps.
- Leaders show a good knowledge of teaching, learning and assessment and the challenges in filling in the gaps where pupils have missed parts of their education.

- The behaviour management strategy is fit for purpose. It demonstrates that leaders have considered the needs of the pupils they propose to admit. The policies and processes seek to understand pupils' behaviour and support them in improving it over time.
- Leaders have ensured that all the standards in this part 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 developed firm plans for the active promotion of fundamental British values. They clearly articulate the importance of these values and the ways in which they will promote them throughout school life. Visits to local venues, including universities, places of worship and law courts, are planned, as are assemblies which specifically address these values.
- Policies and plans include details of how pupils will learn about protected characteristics and how tolerance and harmony will be promoted between, for example, those of different cultural traditions. Leaders are clear that this includes all the protected characteristics.
- Leaders demonstrate that they understand the importance of offering pupils a balanced presentation of opposing views. They have considered specifically that some pupils may arrive with deeply held views and have plans in place to develop pupils' respect for democracy, respect for others and respect for themselves.
- Leaders have ensured that all the standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b), 8, 8(a), 8(b), 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a), 16(b)

- Leaders have adopted the local safeguarding policy in full. This policy refers to all the guidance issued by the Secretary of State. The school does not currently have a website but makes clear through a parents' information pack and signage in the school that any parent who requests a copy of a policy will be given one.
- Leaders have made their own checks that the Regulatory Reform (Fire Safety) Order 2005 will be complied with in full through the landlord's risk assessments and safety procedures. They have also made the same checks for the sports centre that they propose to use. All signage is in place, as is well-maintained fire-fighting equipment. Escape routes are clear of any obstruction and can be readily used.
- The rooms that leaders propose to use for pupils have been carefully chosen so that no person entering the main building within which the school will be situated can gain access to the school.
- Leaders have undertaken first-aid and fire-safety training as appropriate. They have

considered the level of supervision required for the pupils they wish to admit and accept that their original plans to admit 30 pupils are not appropriate.

- A physical register of attendance and admissions that meets the relevant requirements is now in place.
- Leaders have ensured that all the standards in this part 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(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 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(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)

- The proprietor has ensured that all the relevant checks have been made on the staff he proposes to employ when the school opens, including checks under section 128 of the 2008 Act. An enhanced check on the proprietor has been completed.
- A single central record is in place, with all the relevant information recorded.
- The school intends to use supply staff. Leaders have received the relevant safeguarding documentation and assurances from the supply agencies they propose to use.
- Leaders have ensured that all the standards in this part 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(1)(c), 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)(a), 29(1)(b)

- Leaders have ensured that all the spaces they propose to use for the school are suitable in that their acoustics, state of repair, cleanliness and lighting are appropriate.
- There is a toilet for the sole use of pupils that locks from the inside. There is also a functioning shower and changing area. These areas have hot and cold running water. The temperature of the water does not pose a scalding hazard.
- There is a medical room which meets the relevant standards. It has hot and cold running water, a freezer for ice packs, a properly stocked first-aid kit and a medical bed. It is near to a toilet and has sufficient privacy for those being treated.
- There is an attractive, walled outdoor area that is for the sole use of the school. It is grassed and of sufficient size for pupils to enjoy time outdoors. There is also an indoor sports pitch, which has been regenerated to make it safe. This area is a little dilapidated, and the proprietor intends to paint it; however, it is fit for purpose and safe.

- The school proposes to use a local sports centre for some of its sports activities. Leaders have made all appropriate checks on this external provider's premises.
- Leaders have ensured that all the standards in this part are likely to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 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), 32(3)(g)

- Leaders intend to have a website, but it is not yet in operation. Currently, they have a handbook for parents. This handbook contains all the relevant information required in this part, or states clearly that parents can request copies, and these will be printed for them. As a result, the standards in this part 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)

- The proprietor has developed a complaints policy that allows for concerns and complaints to be heard informally and formally, for the handling of complaints to be reviewed by persons independent of the school and for records to be kept securely. It outlines clear timeframes for responses to complaints and allows for parents to be accompanied at any complaint review panel.
- All the standards in this part 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 a clear vision for the proposed school. They have thought carefully about the pupils they wish to admit, their specific needs and their educational backgrounds.
- The proprietor and the directors have experience in education, youth work and working with the community of pupils they propose to admit. They understand the challenges that these pupils face and have designed a curriculum that is likely to meet their needs. They have responded positively to the previous pre-registration inspection and are now more familiar with the independent school standards.
- Leaders have ensured that the standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have written an accessibility plan that shows clearly how the premises will be made more accessible for people with a disability. It also shows how information will be made more readily accessible to people with a range of needs and how the curriculum will be made more accessible to pupils who have a disability.

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	146999
DfE registration number	330/6049
Inspection number	10105864

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
Proprietor	Mr Irfan Ahmed
Chair	Not yet appointed
Headteacher	Azharul Islam
Annual fees (day pupils)	£25,000
Telephone number	07775 944 407
Website	The school does not have a website
Email address	camphilleducation@gmail.com
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	Not yet open
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	Not yet open
Total hours operating as a school per week	Not yet open
Total hours of teaching provided per week	Not yet open

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not yet open	11-18	11-18
Number of pupils on the school roll	Not yet open	30	18

Reason for inspector's recommendations

- The risk assessments that leaders have undertaken with the support of an external body are based on 18 pupils. Leaders agree that the staffing that the school proposes to have on opening would allow them to take a maximum of 18 pupils.

Pupils

	School's current position	School's proposal
Gender of pupils	N/A	Mixed
Number of full-time pupils of compulsory school age	0	30
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	0	30
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	0	0
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	0	0

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not yet open	3
Number of part-time teaching staff	Not yet open	0
Number of staff in the welfare provision	Not yet open	0

Information about this proposed school

- The proposed school is located within 'The Bordesley Centre'. The centre is operated by the Muath Trust. The centre is based in a Grade 2 listed building which was renovated in 2005. The school plans to operate from a basement classroom, conference room, youth centre, gated outdoor space and indoor sports pitch.
- The school does not intend to make use of any off-site alternative provision.
- The school plans to admit up to 30 pupils who may be experiencing difficulties accessing mainstream education because of exclusion.

Information about this inspection

- This inspection was a pre-registration inspection commissioned by the Department for Education.
- This was the second pre-registration inspection. The first one was conducted on 11 May 2018.
- The inspector visited the on-site sports hall, garden area, recreation room, two classrooms, toilets and first aid room.
- Leaders' curriculum outlines and associated lesson plans were scrutinised across the curriculum for all the ages leaders propose to educate, as were a range of policies associated with the independent school standards.
- The inspector met with the proprietor, headteacher (designate) and deputy headteacher (designate). He scrutinised the single central record and information about background checks and recruitment protocols. The safeguarding policy was evaluated.

Inspection team

Dan Owen, lead inspector

Her Majesty's Inspector

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