

# Inspection of Camp Hill Education

The Bordesley Centre, Stratford Road, Camp Hill, Birmingham B11 1AR

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Inspection dates: 6 to 8 July 2021

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Sixth-form provision

**Inadequate**

Overall effectiveness at previous inspection

Not previously inspected

Does the school meet the independent school standards?

**No**

## **What is it like to attend this school?**

This school does not meet students' needs. The school offers a limited number of subjects for students to study which are not taught well. Students do not attend as often as they should. Leaders are not providing students with enough guidance to help them make informed decisions about future careers.

When students are in school, they feel happy and safe. They have positive relationships with staff and behave well. Students are respectful of visitors and appreciate the support the school offers. Unfortunately, students do not attend school regularly.

The school's curriculum does not meet students' learning needs as it is not well planned. Leaders do not use the information they have about students when they join the school to plan learning. This hinders their academic progress. Staff are keen to ensure students have a wide range of personal experiences, with visits to a local country park, golf range and ice-skating rink.

## **What does the school do well and what does it need to do better?**

The school's limited curriculum does not meet students' learning needs nor provide them with a range of academic experiences. Therefore, the school does not meet all the independent school standards. Leaders have put in place a curriculum which focuses on developing students' skills in English and mathematics, but this is not done well. Students study motor mechanics and accounting and finance, but work in these subjects is at an early stage. Students also have lessons in physical education and personal, social, health and economic (PSHE) education.

Lessons in English and mathematics are not well planned or ordered. Teachers take little account of students' starting points. Lessons do not build on what students already know and can do. Leaders are aware that students arrive at the school with significant gaps in their literacy and numeracy. However, they do not correctly identify what the gaps are or plan work that meets students' needs. This means that students' progress in these subjects is limited.

In English, teachers do not address the gaps in students' reading effectively. Students are sometimes given texts to read that are beyond their capability, and they are asked questions they cannot understand. This means that students struggle to work out the meaning of texts and do not develop an enjoyment of reading.

There is confusion in mathematics between curriculum plans and what is being taught. Leaders are clear that they want students to work towards a level 2 qualification. However, work in exercise books does not match the school's scheme of work, nor does it show how students are developing their knowledge over time. Inspectors found evidence in students' exercise books of work on perimeter and area being paused, when a new student joined the school, to go back to number

operators. Consequently, students experience a disjointed curriculum, which does not allow them to make good progress.

Other subjects in the curriculum are not planned appropriately. Leaders have introduced an online motor mechanics course which links to students' interests. While leaders want students to work towards a level 3 qualification, they have not considered whether students are able to meet the assessment and vocabulary requirements of the course. As a result, students are unlikely to succeed in this qualification.

Students with special educational needs and/or disabilities (SEND) are not well supported. Teachers do not use the information provided by the local authority in SEND learning plans to plan lessons which consider students' learning needs. For example, plans state that students should be receiving an intervention programme to develop their phonics skills. This is not happening routinely. Leaders are not reviewing the outcomes on learning plans regularly in order to see what students have achieved and where further support is needed. As a result, students with SEND do not make the progress of which they are capable. In addition, leaders have not produced an account of how the money they have received from the local authority is being spent on supporting students with SEND.

The school's PSHE programme covers a range of topics to help prepare students for life in modern Britain. Students have completed work on different types of relationships and what makes a good parent. They have also learned about the protected characteristics and how to stay safe during the COVID-19 (coronavirus) pandemic. Students have been taught about extremism and have completed work to help them understand the risks of radicalisation. Leaders have not yet consulted parents about the school's proposed relationships, sex, and health education policy and have not set out clearly what will be taught in each year.

Leaders have put in place mentoring sessions where students can discuss their academic progress and any current concerns. These sessions are not as focused as they could be, and students' targets are not reviewed regularly. Nevertheless, students appreciate these sessions as a time to talk to staff.

Leaders are not providing students with enough careers information and guidance. Students have not had access to impartial careers advice or had the opportunity to complete work experience. Leaders have made tentative enquiries with local garages, but this is still at an early stage. As a result, students do not have a clear understanding of what they want to do when they finish their academic courses.

Students are not in school regularly enough to make best use of the opportunities and support available. When in school, students demonstrate positive attitudes to learning. The school is calm and orderly, and students learn in a suitable environment. Although students sometimes struggle with their work, they are keen to do well and improve their knowledge. Students ask for help if they need it. Students say that they benefit from the small size of the school and can talk to staff about concerns they might have.

The school currently has one governor in post. The headteacher, who is also the school proprietor, has held meetings over the telephone with the governor since the start of the academic year. The governor has some understanding of the school's weaknesses but does not fully recognise the depth of these problems. The governor is not supporting and challenging the headteacher on ways to improve the school sufficiently. Leaders have not made sure that the independent school standards are met consistently and continually.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Systems and processes for monitoring attendance are inadequate. Students are absent from school on far too many occasions. This poses a safeguarding risk. The attendance policy is not fit for purpose. Logs of calls to parents when students are absent are disorganised. While leaders say that they have taken steps to support students' attendance, these have not been recorded on students' files. Attendance shows little signs of improving.

The headteacher has ensured that staff have completed suitable safeguarding training. The school has systems in place to deal with safeguarding concerns should they arise.

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

### **(Information for the school and proprietor)**

- Processes to check and record attendance are inadequate. Leaders cannot always be sure where students are when they are absent. Leaders do not have clear systems in place to intervene when students are absent. This means that student attendance is low and shows little sign of improving. This, in turn, poses a safeguarding risk. Leaders should take urgent action to put in place systems for monitoring and recording students' absence so that effective action can be taken to improve attendance.
- The curriculum does not meet students' needs or aspirations. Students do not benefit from a breadth of academic experiences or qualifications which are suitable for their ability. Students are not well prepared for future education or employment and training. Leaders should ensure that an appropriately well-organised and well-delivered curriculum is put in place that gives students access to a wider range of academic experiences and prepares them for their next steps.
- The curriculum in English and mathematics is not appropriately planned or sequenced. It takes little account of students' starting points and does not build on their prior knowledge. This means that students do not make good progress in their literacy and numeracy skills. Leaders should ensure that the work in English and mathematics is appropriately ordered so that students are able to know and remember more over time.

- The needs of students with SEND are not met. Targets and strategies on students' learning plans are not being implemented effectively in the classroom. Leaders do not regularly or routinely review the plans to check whether outcomes are being met. Leaders should ensure that learning plans are routinely reviewed, and teachers plan lessons to meet students' needs.
- Students are not well prepared for their next steps in education or employment and training. They do not receive impartial careers advice or undertake suitable work experience. Leaders should ensure that students are provided with the careers advice and guidance they need to help them make informed decisions about further education and training and employment.

## **How can I feed back my views?**

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The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

<b>Unique reference number</b>	146999
<b>DfE registration number</b>	330/6049
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10193307
<b>Type of school</b>	Other independent secondary school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Boys
<b>Proprietor</b>	Irfan Ahmed
<b>Chair</b>	Abdul Mughal
<b>Headteacher</b>	Irfan Ahmed
<b>Annual fees (day pupils)</b>	£24,000
<b>Telephone number</b>	07305 309 583
<b>Website</b>	None
<b>Email address</b>	<a href="mailto:camphilleducation@gmail.com">camphilleducation@gmail.com</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school opened on 29 August 2019. This is the school's first standard inspection.
- Students in Year 12 joined the school in September 2020.
- The school does not use any alternative provision.
- The school currently has two students with educational health and care plans.

## Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.

- Inspectors met with the headteacher, who is also the proprietor. Inspectors also met a teacher and an administration assistant. They spoke to the chair of the governing body on the telephone.
- Inspectors focused on English, mathematics, motor mechanics and PSHE during the inspection. Inspectors considered the school's curriculum plans, visited lessons and scrutinised students' work. Inspectors met with a student to discuss their learning in these subjects. Inspectors also spoke to students about their wider experiences of school.
- Inspectors reviewed a range of documentation, including school policies, risk assessments, attendance information and safeguarding training logs.
- When inspecting safeguarding, inspectors looked at the school's procedures for recruiting staff, the quality of staff training, and the procedures that are in place to keep students safe. Inspectors also considered the suitability of the school building and leaders' work to reduce the risks that had been identified.

## Inspection team

Mark Howes, lead inspector

Her Majesty's Inspector

Melanie Callaghan-Lewis

Ofsted Inspector

## **Annex. Compliance with regulatory requirements**

### **The school failed to meet the following independent school standards**

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

- 2(1) The standard in this paragraph is met if–
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively;
  - 2(1)(b) the written policy, plans and schemes of work; and
  - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
  - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
  - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
    - 2(2)(e)(i) is presented in an impartial manner;
    - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
    - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
  - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
  - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
  - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
  - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;



- 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
- 3(f) utilises effectively classroom resources of a good quality, quantity and range; and
- 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

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

- 7 The standard in this paragraph is met if the proprietor ensures that–
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.

### **Part 6. Provision of information**

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
  - 32(1)(h) where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006[16]) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State; and
  - 32(1)(i) where a pupil with an EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may reasonably be required for the purpose of the annual review of the EHC plan is provided to the responsible local authority.

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

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
  - 34(1)(c) actively promote the well-being of pupils.

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