

# Edgbaston College

37 George Road, Birmingham B15 1PL

**Inspection date**

25 October 2022

**Overall outcome**

**The school is likely to meet all the independent school standards. It is currently operating without registration**

## 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)(g), 2(2)(h), 2(2)(i)*

- The setting is already successfully providing education for a small number of sixth-form students. Students attend in either Years 12, 13 or 14 to study A-level qualifications over one or two years. Some Year 14 students are retaking one A-level qualification so that they can then go on to study their chosen course at university.
- The proprietor body has a clear vision for the proposed school. Leaders want to provide high-quality education that is largely focused on the sciences. This is aimed mostly at students that want to progress onto further scientific study in fields such as medicine and dentistry. However, leaders are also keen that students have the qualifications to access a wide range of options when they leave the school. This includes supporting students to successfully take up apprenticeships.
- Leaders' plans indicate that pupils in Year 11 are likely to access a range of experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The range of qualifications that pupils complete in Year 11 is based on a core offer of mathematics, English, biology, chemistry, physics and history. Leaders' aim is that pupils will complete these qualifications in one academic year. They have allowed sufficient time for this to happen, in line with guidance from examination boards.
- Pupils will be expected to join extra-curricular clubs that will support their wider aesthetic and creative education. Leaders also intend for pupils to have a rich programme of trips to further their cultural education.
- Leaders plan to deliver physical education (PE) and their plans cover a range of sports, such as swimming, badminton and boxing. The school does not have a suitable space for this provision; hence PE is planned to take place once per week for two and a half hours at local leisure facilities.
- Curriculum information and schemes of work set out the order of learning that pupils and students will follow. Leaders have considered how pupils will learn about life in

modern Britain through the academic curriculum. Teachers will be expected to adapt and adjust the schemes of work so that pupils and students build their learning securely over time.

- Leaders plan to teach personal, social, health and economic (PHSE) education in specific lessons. This will cover a range of topics from public speaking to knife crime to positive mental health. It includes plans to help pupils grow in self-confidence and respect others and pays regard to all the protected characteristics (as identified in the Equality Act 2010).
- The proprietor body has ensured that these independent school standards (the standards) are likely to be met.

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

- Leaders intend to meet with prospective pupils and students prior to them joining the proposed school to ensure that the curriculum meets their needs and aspirations. Leaders' focus is centred on the successful transition to further study or high-quality apprenticeships. Therefore, they intend to give due regard to the suitability of the curriculum offer for prospective pupils.
- Leaders plan to provide pupils with high-quality and impartial careers advice. They also intend to provide pupils and students with meaningful encounters with the world of work and universities. This has already been the case for students attending in Years 12 and 13. Leaders intend to provide detailed support for students to help them complete applications for further study, including academic support for students wanting to attend higher education courses that require them to sit an entrance examination.
- The proprietor body has ensured that these standards are likely to be met.

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

- Leaders have created a good quality learning environment and are continuing to develop this further. For instance, students will have access to a well-equipped science laboratory and all teaching spaces have a range of technologies installed that will help teachers to deliver the intended curriculum. All pupils and students will have access to online texts that support their academic studies.
- Leaders have recruited experienced teachers across all the curriculum areas. They either have qualified teacher status or have substantial experience teaching their subject in the independent sector. Teachers will not be expected to teach subjects outside of their area of expertise.
- Leaders have planned structures that will help teachers check pupils' learning and progress. This includes weekly or fortnightly formal assessments to help teachers plan future teaching to respond to pupils' progress. Leaders also plan for pupils to complete baseline assessments when they join the school to highlight any gaps in essential prior knowledge.
- In line with the school's academic ethos, leaders demonstrate the knowledge needed to foster pupils' self-confidence and levels of motivation. This is likely to help pupils and students to make good academic progress.
- The proprietor body has recruited staff with experience in leading learning in schools. Leaders intend to use this expertise to quality assure the curriculum delivery and work

of teachers, alongside regular professional development for staff.

- The proprietor body has ensured that these standards are likely to be met

*Paragraph 2A(1), 2A(1)(b), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2)*

- The relationships and sex education policy (RSE) covers the statutory requirements. Leaders have also planned how older students will learn about these topics. This curriculum content will be delivered to all year groups primarily through the PSHE curriculum. Leaders intend to consult with parents and carers on this policy. The RSE policy details parents' and carers' right to withdraw their child, fully or partly, from sex education lessons.
- The proprietor body has 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)*

- The proposed school has a spiritual, moral, social and cultural (SMSC) policy. It clearly defines what SMSC is in the context of the pupils and students it plans to serve. The policy includes many examples of how SMSC will be promoted, for instance by developing students' sense of ethical judgement in biology, supporting students' understanding of the historical and cultural base in mathematics and through staff modelling what it means to be part of a purposeful and harmonious community.
- Within the SMSC policy, the proprietor body has embedded a suitable policy for promoting fundamental British values. It sets out how these values will be promoted through the school curriculum. Much of this will be delivered through the planned PSHE curriculum for all pupils and students. In addition, leaders have considered how pupils' SMSC development can be supported in their wider learning. As part of this, teachers have reviewed the curriculum content and identified links to pupils' SMSC learning.
- The proprietor body makes clear that pupils and students should not act or think in a manner that discriminates against individuals or groups. Instead, the principal wants to create a school where diversity and harmony are celebrated.
- The proprietor body has ensured that these standards are likely to be met.

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

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

- The school's safeguarding policy fully takes account of government guidance. It is available on the existing college website. It is comprehensive and thorough. It provides staff with guidance on what they should do if they have any concerns about a pupil or student.
- The principal and two other members of staff have completed the relevant training that will enable them to take on the designated safeguarding lead (DSL) role. This training is up to date.
- Existing staff in the college have received appropriate safeguarding training and they know that any concern, no matter how minor, should be reported. Staff know to report concerns directly to the DSL and to record them in writing. Leaders have put

electronic systems in place for staff to record any concerns.

- The planned PSHE curriculum is likely to help pupils and students know how to keep themselves safe. This includes pupils learning about the dangers of criminal exploitation and gang culture.
- The proprietor body has ensured that these standards are likely to be met.

*Paragraphs 9, 9(a), 9(b), 9(c), 10, 14, 15*

- Leaders have put together an appropriate behaviour policy. This sets out the school's principles in relation to conduct and behaviour, self-respect and respect for others and respect for property and the environment. It makes clear what the 'rules' are and makes clear that reasonable adjustments will be made for any pupil or student with a special educational need and/or disability (SEND). The principal explained how staff will address negative behaviour through a graduated approach. The policy makes clear that parents and carers will be involved in discussions. Leaders have suitable systems in place to record incidents of bullying and poor behaviour.
- Leaders have developed a detailed anti-bullying policy. This covers different types of bullying, how concerns can be raised and the actions that leaders will take to address any issues. It includes information on how the victim will be supported and the perpetrator helped to understand the impact of their actions.
- Leaders know the information that must be recorded on the school's admission register. This is kept electronically and is already in place for the Years 12, 13 and 14 students that currently attend.
- Leaders know the requirement for keeping an accurate record of pupils' attendance. They understand the requirement to register pupils of statutory school age for morning and afternoon sessions. Leaders also intend to register pupils for each lesson so that they can act swiftly if pupils are absent. They intend to use codes for attendance in line with Department for Education (DfE) guidance.
- The proprietor body has ensured that these standards are likely to be met.

*Paragraphs 11, 12, 13, 16, 16(a), 16(b)*

- Leaders have an appropriate health and safety and first-aid policy in place. Relevant staff have already received first-aid training. Leaders have given due regard to ensuring that the premises are a safe place to work and learn, for example by storing hazardous materials appropriately and ensuring the site is secure.
- Leaders have and continue to develop the buildings. As part of this work, new fire detection equipment, emergency lighting and fire panels have been installed. Leaders have responded quickly to a recent fire risk assessment and have addressed the issues raised. Regular weekly checks are made on fire safety equipment. The principal has also ensured that all staff have completed fire safety training and fire marshals are in place. Regular drills are conducted, and the principal was able to demonstrate how the review of one such drill led to a change in practice.
- The proprietor body has a comprehensive strategy in place to ensure that risk assessments are completed and reviewed.
- The proprietor body has ensured that these standards are likely to be met.

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

*Paragraphs 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)(i)(dd), 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)(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(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6)*

- Several members of staff, including members of the proprietor body, have completed safer recruitment training. They are alert to the checks that they need to make when recruiting new staff, for instance in asking applicants about gaps in their employment history. They will sit on every recruitment panel.
- The single central record format contains the full range of pre-employment checks. This includes section 128 checks for those in management positions. It will be stored centrally in an electronic format. The principal, who is also the DSL, will update the single central record when new members of staff are recruited.
- The proposed school does not intend to use any agency staff. However, leaders know the checks that they should carry out if they were to do so.
- The proprietor body has ensured that these standards are likely to be met.

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

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(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)*

- The proposed school is located in two large former homes on opposite sides of the same street. One of the premises was previously occupied by a nursery. One of the buildings has been completely refurbished and work on the second building is partly complete. The completed work has been finished to a good standard. Teaching spaces are well lit, have plenty of natural light and are of a good size for the intended numbers of pupils and students.
- There are separate, unisex toilets available to pupils in both buildings. These have hot and cold running water and handwashing and drying facilities. One of the toilets is an accessible toilet that can also be used by staff and visitors. Water temperature is suitably regulated. The principal's office is also used as the medical room. It is readily available and includes a washbasin, secure storage for medication and a foldable bed. It is located near a toilet.
- Drinking water is not available in one of the proposed school buildings. However, work is underway to renovate a kitchen area so that drinking water is readily available in both buildings.
- There are no showers in the proposed school. Leaders intend to make use of the facilities at a local sports centre on a weekly basis. Showers are available in the sports centre if pupils need to use them. The sports centre is located close to the proposed school.

- There is a large outdoor area attached to one of the proposed school's buildings. While this is suitable for pupils and students, it requires attention so that it is a pleasant and appropriate place for pupils and students to be. The proprietor body has plans in place, both in the short term and long term to improve the quality of this space.
- The proprietor body has ensured that these standards 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(2), 32(2)(a), 32(2)(b), 32(b)(ii), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(f)*

- In advance of the inspection, the proprietor body provided the relevant policies, information and documentation in a timely manner.
- The existing website already contains many of the required policies, such as those pertaining to safeguarding, behaviour, anti-bullying, first aid and health and safety. The principal explained that these will continue to be available through the school's website.
- The principal intends to provide the required information to parents and carers and prospective parents and carers through a student handbook.
- The principal intends to issue regular written reports to parents and carers with information about their child's achievement. Some of these reports will contain grade information while others will contain more detailed comments from teachers.
- The proposed school does not expect to admit pupils wholly or partly funded by the local authority. However, should it do so, leaders know that they will be required to provide an annual account of the income and expenditure for each pupil to whom this applies.
- The proprietor body has 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)*

- The proposed school has a written complaints policy. This is already available on the existing website. The policy clearly sets out the timeframe for dealing with a complaint. It sets out both an informal and formal approach to dealing with complaints. There was no evidence of how previous formal complaints have been handled because none have been made to date.
- The proprietor body has 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)*

- The proprietor body understands the independent school standards. The actions taken to date demonstrate that it has the skills and knowledge to meet the independent school standards consistently. The proprietor body has made considerable effort to ensure that the standards relating to premises and the welfare, health and safety of pupils are likely to be met. The proprietor body has also sought to recruit

appropriately knowledgeable staff so that they can meet the standards relating to the quality of education provided to pupils and students.

- The proprietor body has a clear vision of what it wants the school to be. This underpins the application to register as an independent school.
- The proprietor body has ensured that these standards are likely to be met.

#### Schedule 10 of the Equality Act 2010

- Leaders have ensured that they have a suitable accessibility plan in place that meets the requirements of schedule 10 of the Equality Act 2010

## **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	149402
DfE registration number	330/6140
Inspection number	10254253

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	Other independent school
School status	Independent school
Proprietor	Edgbaston College Ltd
Headteacher	Owais Ahmed
Annual fees (day pupils)	£6,000 to £12,435
Telephone number	01213060182
Website	<a href="http://www.edgbastoncollege.co.uk/">www.edgbastoncollege.co.uk/</a>
Email address	<a href="mailto:owais@edgbastoncollege.co.uk">owais@edgbastoncollege.co.uk</a>
Date of previous standard inspection	Not previously inspected

## Provider already operating

Number of pupils of compulsory school age	0
Number of pupils of compulsory school age who have an education, health and care plan, or who are looked after by a local authority	0
Total hours operating as a school per week	30
Total hours of teaching provided per week	30

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	15 to 19	15 to 19
Number of pupils on the school roll	Not applicable	70	70

## Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	8
Number of part-time pupils	Not applicable	35
Number of pupils with special educational needs and/or disabilities	Not applicable	0
Of which, number of pupils with an education, health and care plan	Not applicable	0
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	0

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	6
Number of part-time teaching staff	Not applicable	4
Number of staff in the welfare provision	Not applicable	0

## Information about this proposed school

- The proposed school is located in two large Georgian buildings that are situated on opposite sides of the same street. The address of the second building is 9 George Road, Birmingham BN15 1NP. Number 37 George Road has been fully renovated to a good standard. The second building at 9 George Road has been partly renovated and work is currently continuing to finish the renovation of this building.
- The school currently has 57 Years 12, 13 and 14 students on its admission register and the date of first admission was on 14 September 2021. No students have an education, health and care plan and none are children looked after.
- The proposed school intends to cater for boys and girls from Year 11 to Year 14.

- The proposed school will not have a religious denomination.
- The proposed school does not intend to use alternative provision.

## Information about this inspection

- This pre-registration inspection was commissioned by the Department for Education to evaluate the provider's readiness to open as a school. The inspector checked all the appropriate independent school standards, including parts 1 to 8.
- This was the first pre-registration inspection.
- A range of documents were submitted electronically and were reviewed remotely by the lead inspector prior to the inspection. Additional documents, including the school's single central record and curriculum information, were scrutinised on site.
- The inspector met with both of the proposed school's proprietors, one of whom is also the principal.
- The inspector also spoke with other leaders and school staff.
- The inspector was unable to talk to students currently attending the provision as the pre-registration inspection was carried out during the school holidays.
- The inspector conducted a full visit of the site, including the outside areas.
- The inspector provided final feedback at the end of the inspection on site.

## Inspection team

Ian Tustian, lead inspector

His Majesty's Inspector

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