

Cambridge Street School

Cambridge Street, Batley, West Yorkshire WF17 5JB

Inspection dates

14–16 November 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a good school

- The headteacher leads the school with vigour and determination so that the quality and consistency of teaching, learning and pupils' outcomes have improved with sufficient urgency since the previous inspection.
- The proprietorial board are in a good position to challenge and support the headteacher because of the valuable, and candid, information they receive.
- The headteacher and the proprietorial board have ensured that all of the independent school standards are met.
- Staff are provided with welcome opportunities to improve, and reflect on, their teaching practice. As a result, the quality of teaching is consistently and constantly improving.
- The subject knowledge of staff is strong. Staff know pupils well. They plan learning that engages and motivates pupils and subsequently meets their needs.
- Almost all pupils make good learning and progress from their different starting points, in a wide range of subjects, but particularly in science, mathematics, Urdu and the Islamic curriculum they follow.
- The curriculum on offer to pupils provides balance and enables pupils to study a broad range of appropriate subjects.
- Pupils conduct themselves in a mature and respectful manner. They have high moral values and a well-rounded view of the characteristics to be a responsible citizen in modern Britain.
- Pupils' personal development and welfare is a significant strength of the school. There are well-thought-out and well-planned opportunities to foster British values and pupils' social, moral, spiritual and cultural skills and understanding, although there are currently few extra-curricular activities that pupils can engage in to further enhance these skills.
- The vast majority of pupils attend school regularly and, as a result, achieve well over time. A significant minority do not, and this hinders the progress these individuals make.
- Staff's efforts to develop speaking and listening skills, and fluency in reading, are all placed well so that pupils' confidence continues to grow and develop. However, pupils' written accuracy across the curriculum is an area that needs extra attention.

Compliance with regulatory requirements

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

Full report

What does the school need to do to improve further?

- Continue to improve the quality of teaching, learning and assessment to secure consistently strong outcomes for pupils across all of the curriculum, by ensuring that:
 - challenge is consistently high enough for all pupils, matched to their different starting points
 - all pupils' learning is consolidated before moving on in the sequence of learning
 - the promotion of pupils' skills in literacy across all subjects continues, particularly in relation to their written accuracy.
- Continue to improve pupils' personal development, behaviour and welfare, by ensuring that:
 - strategies to improve pupils' attendance continue to be reviewed and evaluated regularly, so that the small minority of pupils who do not attend as often as they should do so, and are supported to catch up in their learning
 - pupils' personal and social skills are further developed through access to extra-curricular activities outside of their core curriculum.

Inspection judgements

Effectiveness of leadership and management

Good

- Since his appointment in September 2017, the headteacher has acted promptly, thoughtfully and proactively to improve the quality of teaching, learning and pupils' outcomes and to ensure that all the independent school standards are met. As a result, key areas of the school have improved with sufficient rapidity and leaders are in a strong place to further improve the performance of the school.
- The school's self-evaluation document is precise, and it is aligned with the independent school standards. This provides the headteacher, the proprietorial board and staff with a clear understanding of the school's strengths and those areas that need further developing or improving.
- The headteacher has implemented a systematic process for monitoring the quality of teaching and learning. This provides him with valuable information regarding standards in the school. For example, the headteacher is candid that improving pupils' literacy levels, particularly in relation to writing, remain a priority. Therefore, he has put in place a programme of short visits to lessons, focusing on pupils' literacy developments, to monitor this.
- The headteacher recognises the importance of continually improving the skills and expertise of staff in the school. Therefore, he provides them with a range of professional development opportunities to participate in. For example, staff have benefited from working alongside subject-specific specialists from local schools and the local authority. As a result, staff's subject knowledge is strong, and they are encouraged to be reflective in their practice. Staff overwhelmingly appreciate the training they receive.
- The headteacher's well-thought-out assessment framework and close monitoring of individual pupils enables staff to intervene quickly so that if pupils are having difficulty with a topic or concept, they can be caught up. This is enabling pupils to achieve well over time and acquire knowledge, skills and understanding at an age-appropriate level in a range of subjects.
- Pupils' social, moral, spiritual and cultural skills development is excellent. Pupils learn about their own and other communities' cultures, faiths, and how diverse society is. For example, pupils have been involved in visits to the local care home and rugby club, they have learned about inspirational women and how to prevent terrorism, and generally what it is to be a responsible citizen in modern Britain. Consequently, pupils display high levels of respect and tolerance.
- Parents, carers and staff are very supportive of the school and its contribution in ensuring that pupils are well-educated and well-rounded citizens, prepared for the demands of society. This is demonstrated as all pupils who left the school in 2017 and 2018 secured employment, education or training. All staff spoken to and those who completed the Ofsted questionnaire stated how proud they are to be part of the school.
- The headteacher and the proprietorial board, supported by staff, have implemented a curriculum that is broad, and provides pupils with a balance between national curriculum subjects and Islamic studies. As a result, pupils are developing a wide range of knowledge, skills and experiences, although the headteacher acknowledges, and pupils

confirm, that pupils would benefit from taking part in extra-curricular activities outside of the formally taught curriculum, such as sporting clubs.

Governance

- The proprietorial board, who also act as the governing body, was formed in the summer term of 2017. This is providing the board with the additional skills and capacity required to fulfil their duties fully. As a group, they are committed to ensuring the safety, welfare and social, moral, spiritual and cultural development of pupils in the school.
- The proprietorial board have an accurate view of the school's strengths and areas for development. Like the headteacher, they are also committed to ensuring that pupils' literacy levels continue to improve. They share the headteacher's high standards, ambitions and expectations of the school, the pupils and community it serves.
- The proprietorial board are in a sound place to challenge and support the headteacher. This is because the headteacher's reports are detailed, accurate and candid about the school's and pupils' performance.

Safeguarding

- The arrangements for safeguarding are effective. Staff in the school are regularly and appropriately trained in a range of aspects relating to safeguarding.
- The school's safeguarding policy is up to date with the latest government requirements and it is available to parents on request, and accessible to visitors or prospective parents via the school's website.
- All records relating to safeguarding are meticulously maintained. The headteacher, who is the appropriately and suitably trained designated safeguarding lead, works closely with the local authority when necessary. All appropriate checks before staff are employed at the school are in place and have been adhered to.
- The curriculum provides pupils with various opportunities to ensure that they are educated about how to keep safe, including when out and about in the local community and using the internet.

Quality of teaching, learning and assessment

Good

- Staff have a good level of subject knowledge. Such expertise is used to motivate pupils. This in turn provides them with opportunities to make good progress over time, particularly in science, mathematics and Urdu. For example, in Year 10 science strong subject knowledge and purposeful relationships enabled pupils to quickly get to grips with how different bacteria lead to different diseases.
- Staff have excellent subject knowledge in the Islamic curriculum. They use it effectively to gauge pupils' understanding of extracts from the Koran, and also when explaining issues relating to impurity through maintaining a high regard for cleanliness.
- Time in lessons is used productively and effectively. Consequently, no time in lessons is wasted and pupils benefit from a clear sequence in learning and developing ideas and concepts. For example, in Year 7 English pupils securely grasped the main language techniques to use in their own descriptive writing and applied them with accuracy.

- Staff encourage and plan opportunities so that pupils can work with positive and purposeful attitudes. As a result, pupils work consistently hard, with high levels of effort and engagement, and this is leading to pupils applying and practising their skills in a wide-range of subjects. For example, in Year 9 mathematics pupils were given sufficient opportunities to practise how to factorise and simplify equations. Consequently, pupils could consolidate their understanding, and swift movement from the member of staff ensured that any misconceptions were addressed swiftly.
- A conscientious effort is taken to develop pupils' speaking, listening and reading skills. Pupils show confidence and fluency when reading out loud, and they are benefiting from frequent opportunities to read throughout the school day and in specific library sessions. Pupils record their reading development, for example paying particular attention to new words they have learned, although staff recognise how important it is to continue to improve pupils' written accuracy by paying closer attention to literacy across all subject areas in the curriculum.
- Questioning is used well, and effectively, to prompt and develop pupils' knowledge and understanding. As a result, pupils' confidence is developing, they are able to respond appropriately, and they show how they are inquisitive and are resilient to learn from their mistakes. For example, in Year 11 religious studies pupils were encouraged to learn from their mistakes and misconceptions as they discussed different Christian religious celebrations. Occasionally, questioning does not check that pupils have consolidated their learning, or challenge pupils to deepen their understanding of a concept or idea.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils who attend the school are confident and self-assured and demonstrate strong and purposeful relationships with staff and other pupils. High standards and expectations permeate the whole school community.
- Pupils spoken with feel safe at school. They have developed a sound understanding of how to stay safe and to be safe. For example, pupils spoke confidently about the risks and dangers linked to extremism and radicalisation.
- Pupils show respect for other people's views, ideas and beliefs. For example, pupils spoken to demonstrated understanding, maturity and respect about people who have different faiths, gender and sexual orientation. Pupils are respectful and tolerant and care about others in society.
- The curriculum provides various opportunities for pupils to develop their understanding of life in modern Britain, including the different protected characteristics, and how this links to life being a Muslim. Pupils' moral values deepen because they benefit from external speakers, such as a local councillor training them to be coaches, and anti-bullying groups to support the positive work and ethos of the school.
- The headteacher and staff care about the welfare of pupils, and they all know the pupils very well. As a result, they provide support and guidance when and where appropriate. However, the headteacher, and pupils, acknowledge that further opportunities to enhance

pupils' personal and social skills could be sought through a wider-ranging extra-curricular programme.

Behaviour

- The behaviour of pupils is good. The school is a calm, orderly and respectful environment. Pupils move about sensibly, and they show maturity and respect when speaking to each other, staff and visitors.
- Pupils socialise well together at both break and lunchtime. They engage in the various games and activities on offer, for example pool or table tennis. Staff supervise pupils appropriately ensuring that consistently high standards are maintained.
- Through the appropriate implementation of the anti-bullying and behaviour policies, incidents of poor behaviour and/or bullying are extremely rare. As a result, staff very rarely need to use sanctions to re-engage pupils. Pupils attend lessons punctually and they are equipped and ready to learn. Pupils' strong attitudes to learning are contributing to them achieving well over time in a wide range of subjects.
- Pupils' attendance is broadly in-line with the national average for boys and the headteacher conscientiously follows up instances of absence timely and promptly. However, for a significant minority of boys, they do not attend as often as they could or should. The headteacher continues to reflect on strategies and work closely with specifically identified families to overcome any barriers around attendance, and ensure they are supported to catch up in their missed learning.

Outcomes for pupils

Good

- Although small in number, both historically and currently, from their different starting points pupils make good learning and progress over time. This is particularly the case in mathematics, science, Urdu and Islamic studies. Such achievements are further supported by the consistent proportion of pupils who go on to education, employment or training.
- The schemes of work and resources in place, complemented by clear assessment systems, provide all pupils with a wide range of opportunities to develop and extend their knowledge, understanding and skills. Consequently, almost all pupils make consistently good progress in each year group.
- Pupils' rates of progress in mathematics, science and Urdu are very strong. Pupils are well engaged in these subjects because they are encouraged to learn from their mistakes and solve problems for themselves and staff quickly move about and question pupils so that misconceptions are tackled swiftly.
- In Islamic studies, pupils make strong and secure gains in their knowledge, understanding and skills. For example, the high aspirations of staff encourage some pupils to be insightful when understanding the content of the Koran and for some pupils to be fluent in their understanding and memorisation of the Koran, depending upon the area pupils have chosen to study.
- The curriculum in place provides various opportunities for pupils to develop a wide set of knowledge and skills, for example in religious studies, geography and history. All pupils are adequately prepared, and entered, for suitable and recognised GCSE qualifications.

- Pupils benefit from suitable impartial careers advice, support and guidance; for example, older pupils have engaged with a local apprenticeship provider. Pupils are well prepared for and enabled to meet their future aspirations.
- Parents are provided with appropriate and clear information about how well their children are progressing and behaving at school.
- While rates of progress are good for all pupils, some pupils' written accuracy is not as strong as it should be; therefore, their progress in some literacy-based subjects and English lags slightly behind. Appropriate intervention actions are in place to ensure that these pupils' rates of progress and skills accelerate; however, the headteacher and proprietorial board acknowledge that improving pupils' written accuracy continues to be a priority for all at the school.

School details

Unique reference number	142330
DfE registration number	382/6004
Inspection number	10053834

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	Other independent school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	33
Number of part-time pupils	0
Proprietor	CSS Proprietorial Board
Chair	Yusuf Bham
Headteacher	Suleman Collector
Annual fees (day pupils)	£1,750
Telephone number	01924 500487
Website	www.cambridgestreetschool.com
Email address	admin@cambridgestreetschool.co.uk
Date of previous inspection	20–22 September 2016

Information about this school

- Cambridge Street School is a Muslim independent day school for boys aged 11 to 16.
- There are currently 33 pupils on roll. No pupils currently have special educational needs and/or disabilities, or an education, health and care plan.
- The school received its first standard inspection in September 2016. At that point there were unmet independent school standards. A first progress monitoring inspection was carried out in July 2017, during which a small number of remaining unmet standards were identified. The second progress monitoring inspection, in March 2018, identified that all the previously unmet standards had been met. At that point, the school was deemed to

have met all of the independent school standards required.

- The school is based on a single site and no other alternative providers of education are used. Pupils attending the school come from local and surrounding towns, including Bradford, Leeds and Dewsbury, as well as Batley itself.
- Since the previous inspection, there has been a change from a single proprietor to a proprietorial board. Therefore, the governing body, which was formed in the summer term of 2017, is currently the proprietorial board. The chair of the governing body is also the chair of the proprietorial board.

Information about this inspection

- This inspection was carried out over two and a half days by one of Her Majesty's Inspectors.
- The inspector held meetings with the headteacher, various staff and the proprietorial board. The inspector also spoke to a number of pupils during the school day, both formally and informally.
- The inspector considered the two responses to Ofsted's online questionnaire, Parent View, and the six questionnaires completed by staff at the school. All views expressed were taken into account.
- The inspector also considered a wide range of work in current pupils' books, in a range of subjects, across all year groups. The inspector explored the information available regarding pupils' historical outcomes, and current pupils' assessment information and actual assessments.
- The inspector observed learning in a range of subjects and also observed, and considered, pupils' behaviour and attitudes throughout the school day, including breaktimes.
- The inspector toured the building, both inside and outside, to ensure that the relevant independent school standards were met, and that pupils' welfare is taken into account.
- The inspector examined school documentation, including a range of policies required as part of the independent school standards. Documents relating to safeguarding, pupils' behaviour and welfare, as well as health and safety documents, were also scrutinised

Inspection team

Darren Stewart, lead inspector

Her Majesty's Inspector

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