

# Archway Academy

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

**Inspection dates**

9 October 2018

**Overall outcome**

**The school does not meet all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

#### *Paragraphs 2(1) and 2(1)(a)*

- At the time of the previous inspection in October 2017, leaders had not ensured that there was a clear overview of the curriculum. Many curriculum plans were either missing or inaccurate.
- A written curriculum policy and schemes of work for all courses are now in place. The policy includes relevant principles and aims, such as supporting pupils' speaking, listening and numeracy skills and promoting pupils' spiritual, moral, social and cultural development.
- Schemes of work indicate that a broad range of subjects are available to pupils, including experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Staff are able to access schemes of work and accompanying resources via the school's intranet.
- This standard is now met.

#### *Paragraphs 2(1), 2(1)(b), 2(1)(b)(i), 2(2) and 2(2)(a)*

- At the time of the previous inspection, leaders had not ensured that planning was adapted to meet the needs, aptitudes and abilities of pupils. Many pupils experienced a narrow curriculum with access to a limited range of subjects.
- The quality of the schemes of work remains too variable. Some schemes, for example in English, try to cover too many levels of work within one document. This means that the plans are too generic. Some schemes of work lack the detail required by teachers to ensure that they can plan lessons to meet the range of pupils' needs effectively.
- Not all pupils access a broad and balanced curriculum. In some cases, tutors focus on developing pupils' literacy and numeracy skills to the exclusion of most other subjects. Other pupils follow a timetable consisting of almost exclusively practical, hands-on subjects with little focus on developing basic English and mathematical skills.
- Not all pupils are currently receiving the equivalent of a full-time education. This is

because some pupils are following reintegration plans to encourage them to attend the main school site rather than work with tutors in the community. Some pupils, educated in the community, spend too much time travelling to and from venues or spend too little time working with their tutors. As a result, learning time is lost. This has a negative impact on the amount of progress pupils can make.

- Most pupils have education, health and care plans. Not all of these plans are up to date. This means that teachers may not be taking all the pupils' current needs into consideration when planning lessons.
- These standards remain unmet.

*Paragraphs 3, 3(a), 3(c), 3(d), 3(e) and 3(f)*

- At the time of the last inspection, the quality of teaching was too inconsistent. Teachers sometimes lacked resources and did not always have the subject knowledge or skills necessary to teach the curriculum on offer. Leaders did not have a comprehensive overview of the quality of learning, teaching and assessment.
- Leaders do not yet have a clear understanding of pupils' starting points or abilities. As a consequence, although several pupils achieved qualifications during 2017/18, it is not clear whether this reflects good progress or not.
- Progress in vocational subjects is tracked carefully, showing improvement over time and development towards accreditation. Progress is now recorded weekly in pupils' English and mathematics books. Evidence is more limited in other subjects. Leaders have recently introduced a new assessment and tracking system, but it is too soon to see an impact on pupils' outcomes or on leaders' understanding of pupils' needs and abilities.
- There is evidence of pupils making progress in relation to the development of relevant personal and social skills.
- All staff have taken part in professional development to improve the quality of their teaching and learning, including being observed teaching. Each member of staff has been given areas to work on to improve their practice. Although they plan to, leaders have yet to monitor the impact of these developments.
- Planning is not consistently strong. For example, learning objectives and planned activities are often too general and do not show how knowledge and skills are to be developed. Sometimes teachers do not take pupils' starting points into consideration. Consequently, this leads to pupils repeating work in some subjects or aiming for a qualification at the same level that they have previously achieved.
- These standards remain unmet.

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

*Paragraphs 7, 7(a), 7(b) and 32(1)(c)*

- At the time of the last inspection, safeguarding was not effective because leaders did not always know the location of pupils being educated in the community and attendance registers were not completed accurately.
- Leaders have tackled these weaknesses decisively. Pupils are kept safe in school and arrangements to ensure the safety of pupils educated in the community have been improved. All community venues have been appropriately risk assessed and pupils'

whereabouts are now known at all times and carefully recorded.

- Attendance is monitored closely. However, the absence arrangements document on the school's website is not accurate. The processes followed by school staff are tighter and more effective than the document would suggest. In 2017/18 attendance was 64%. This remains too low, but it is a slight improvement from the time of the last inspection. Figures for the current academic year show attendance to be 79%.
- A new web-based system has been introduced to log all safeguarding and behaviour concerns, however small. Evidence shows that staff, including those in the community, record concerns appropriately. These are followed up by the designated safeguarding lead in a timely manner, involving external agencies when necessary.
- The safeguarding policy has been recently updated and refers to 'Keeping Children Safe in Education' September 2018, but the policy no longer has full regard to the guidance issued by the Secretary of State. This is because some information is missing or incorrect. The policy does not reflect the school's day-to-day practice for reporting safeguarding concerns.
- Although all staff have completed online safeguarding training in the last two years, only around half of them have attended an annual safeguarding update. Information from the recent update was shared with those unable to attend but the designated safeguarding lead cannot be certain that all staff have read and understood this information. As a consequence, the proprietor cannot be certain that all staff have the relevant skills and knowledge to safeguard children effectively.
- The safeguarding policy was not available on the school website for several days prior to the inspection. This oversight was corrected during the inspection.
- The standards in these parts are unmet.

*Paragraphs 11, 12, 16, 16(a), 16(b), 25, 29(1)(b)*

- At the time of the last inspection, leaders had not taken all reasonable steps to ensure pupils' welfare. Elements of the school site posed a risk to pupils' safety. Specifically, the playground was used as a car park; gates were left open to a busy main road throughout the day; and some fire escapes were unsafe.
- There is now a health and safety policy and a written risk assessment policy in place. These define clear roles and responsibilities for all staff. Sample risk assessments show that staff are taking appropriate action to reduce any risks to pupils. Necessary checks associated with health and safety requirements are completed regularly.
- Cars are no longer permitted to park on the site and the gates are kept closed during the school day. As a result of these actions, the playground is now a safe space for pupils to use at breaktimes and lunchtimes.
- The proprietor ensures compliance with Regulatory Reform (Fire safety) Order 2005. Checks on fire safety equipment are made and recorded in line with requirements. All fire escapes have been made safe and some new fire doors installed.
- These standards are now met.

*Paragraph 15*

- The school's admissions register has not been kept up to date. For example, when a pupil leaves the school, the register has not been updated to show where the pupil has

moved to. The register does not include emergency contact details for all pupils.

- This standard is not met.

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

*Paragraph 23, 23(1)(c), 29(1) and 29(1)(a)*

- At the time of the last inspection, pupils were not all accessing physical education. There were no suitable changing accommodation and showers available on the school site.
- Physical education is now a regular part of pupils' timetables. Pupils educated on the school site visit a local leisure centre on a weekly basis. They have full access to the facilities there, including changing accommodation and showers. In recent weeks, pupils have been taking part in badminton and basketball. Other sports available include football, cricket and rounders. Those educated in the community can also access these facilities.
- These standards are now met.

#### Part 6. Provision of information

*Paragraphs 32(1), 32(1)(b), 32(3), 32(3)(c), 32(3)(e) and 32(3)(f)*

- At the time of the previous inspection, in October 2017, the proprietor had not ensured that all the required information was available to parents and carers of pupils, parents of prospective pupils and other relevant parties.
- The school's updated curriculum policy is now published on the school's website and all schemes of work are available on request.
- A summary of the school's academic performance is available on the school's website. More details, including the results of any public examinations, are available on request.
- The number of complaints received under the school's formal complaints procedure during the preceding school year is available on request.
- These standards are now met.

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

*Paragraphs 33, 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i) and 33(j)(ii)*

- At the time of the last inspection, the proprietor had not ensured that the complaints policy complied with all the requirements in the independent school standards, specifically in relation to keeping written records of complaints and their outcomes.
- The complaints policy has been reviewed since that last inspection. The current version of the policy meets fewer of the statutory requirements than the previous version.
- The policy, which is available on the school's website, states that complaints can be made formally or informally, verbally or in writing. It sets out clear timescales for the management of a complaint. The policy also sets out how a complainant can appeal a decision if they are not happy with the initial outcome. However, the policy contains no information about the appeals process. The policy does not include any detail about the provision of a panel or making findings and recommendations following the appeal available to the complainant.
- The standards in this part are not met.

*Paragraph 33(k)*

- The policy indicates that all information will be treated in the strictest confidence and kept securely.
- The standard in this part is now met.

Part 8. Quality of leadership in and management of schools

*Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- At the time of the last inspection, leadership and management had not paid sufficient attention to the independent school standards and, as a result, several standards were not met. At that time, the leadership team was newly appointed and staff had taken up their roles a few weeks before the inspection. New governance arrangements had been introduced.
- The school's current leadership team has been further reorganised and has been in place for a very short time. Senior staff have new roles and responsibilities and are at the early stages of developing these. An external consultant, a former member of staff, is providing additional support in relation to improving the quality of teaching and learning. There is currently no external governance. It is too soon to see the impact of these changes.
- The school has recently moved from two sites to one and some documentation remains at the site which is no longer in use.
- As was the case at the time of last inspection, the proprietor has continued to admit pupils who are outside the age range that the school is registered to take. The proprietor has not notified the Department for Education of this breach in regulations.
- The school's action plan, rejected by the Department for Education in March 2018, has been rewritten. The revised plan is not fit for purpose. This is because some actions are too general or do not have any success criteria. Some timelines are unrealistic. For example, an action to improve the quality of leadership and management states, 'new management team in place' and the associated success criteria are 'all independent school standards will be met and provision is consistently good or better by March 2018'.
- Progress has been made in some areas, and a number of standards previously unmet are now met. However, a number of standards, including those linked to safeguarding and the quality of teaching and learning, remain unmet. Additionally, some standards met at the time of the previous inspection are no longer met.
- The standards in this part are not met.

Schedule 10 of the Equality Act 2010

- At the time of the previous inspection, the school's accessibility plan was inaccurate and misleading.
- The accessibility plan has been rewritten and it now more accurately reflects the school's current position and priorities. The actions and timescales within the plan are appropriate.
- This standard is now met.

## **Compliance with regulatory requirements**

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

## School details

Unique reference number	135406
DfE registration number	330/6120
Inspection number	10055384

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 status	Independent school
Age range of pupils	14 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	14
Of which, number on roll in sixth form	One
Number of part-time pupils	None
Proprietor	Jim Ryan
Executive headteacher	Jim Ryan
Annual fees (day pupils)	£24,700 to £25,502
Telephone number	0121 772 7772
Website	<a href="http://www.archwayacademy.org.uk">www.archwayacademy.org.uk</a>
Email address	<a href="mailto:enquiries@archwayacademy.org.uk">enquiries@archwayacademy.org.uk</a>
Date of previous standard inspection	17–19 October 2017

### Information about this school

- Archway Academy is a school registered for 14 to 19 year olds. It caters for pupils who have previously had disruption to their education. The majority of pupils have education, health and care plans. It was last inspected in October 2017.
- The school has admitted a number of pupils below its registered age range.
- The school currently has one student on a post-16 programme.

- There have been significant changes since the last inspection. There have been changes in staffing and a new leadership team is in place. The school is now situated solely on the Birmingham site.
- Six of the pupils are currently educated at various locations in shops and public spaces in the community, or at home. They rarely come to the main school site.
- The school uses no alternative provision.



## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This was the first progress monitoring inspection following the standard inspection in October 2017. The inspection was carried out without notice.
- Following the standard inspection in October 2017, the Department for Education required the school to prepare an action plan. This plan was rejected in March 2018.
- Inspectors met with the proprietor, who is also the executive headteacher, and senior members of staff.
- The inspectors observed teaching, looked at samples of pupils' work and spoke informally to pupils.
- Inspectors reviewed a range of documentation, including safeguarding policies and related information; the school's single central record; pupils' files; documents relating to health and safety, fire safety and risk assessments; curriculum plans and schemes of work; and the school's action plan for improvement.

## Inspection team

Catherine Crooks, lead inspector	Her Majesty's Inspector
Deb Jenkins	Her Majesty's Inspector

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

### **The school does not meet the following independent school standards**

*Standards that were not met at the previous inspection and remain un-met at this inspection*

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

- 2(1) The standard in this paragraph is met if-
  - 2(1)(b) the written policy, plans and schemes of work-
  - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 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.
- 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(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.

#### **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.

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

- 33 The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which-
  - 33(i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is-
  - 33(i)(ii) available for inspection on the school premises by the proprietor and the head teacher;
  - 33(j) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and-
  - 33(j)(ii) action taken by the school as a result of those complaints (regardless of whether they are upheld).

## **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.

*Standards that were met at the previous inspection, but are now judged to not be met at this inspection*

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

- 7 The standard in this paragraph is met if the proprietor ensures that-
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].

## **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)(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request.

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

- 33 The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which-
  - 33(f) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;
  - 33(g) ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school;
  - 33(h) allows for a parent to attend and be accompanied at a panel hearing if they wish;
  - 33(i)(i) provided to the complainant and, where relevant, the person complained about; and
  - 33(j)(i) whether they are resolved following a formal procedure, or proceed to a panel hearing.

## **The school now meets the following requirements of the 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.

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

- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.

- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 16 The standard in this paragraph is met if the proprietor ensures that–
  - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
  - 16(b) appropriate action is taken to reduce risks that are identified.

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

- 23 Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that–
  - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable–
  - 29(1)(a) physical education to be provided to pupils in accordance with the school curriculum; and
  - 29(1)(b) pupils to play outside.

## **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)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
  - 32(3) The information specified in this sub-paragraph is–
    - 32(3)(c) particulars of the policy referred to in paragraph 2 (a written policy on the curriculum supported by appropriate plans and schemes of work);
    - 32(3)(e) particulars of the school’s academic performance during the preceding school year, including the results of any public examinations;

- 32(3)(f) details of the number of complaints registered under the formal procedure during the preceding school year;

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

- 33 The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which-
- 33(k) provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.

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