

Future First Independent School

Hockley Port, All Saints Street, Hockley, Birmingham, West Midlands B18 7RL

Unique reference number (URN): 135422

Progress monitoring inspection report:

7 July 2026

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

At its most recent inspection, the school was judged to not meet all of the independent school standards and associated requirements.

The purpose of this 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.

Part 8. Quality of leadership in and management of schools

When we carry out progress monitoring inspections of independent schools, we report on the school's likely compliance with part 8 of the independent school standards (the standards) first. Under part 8, the proprietor is required to ensure that the school meets all of the standards consistently. The standard in part 8 is intended to ensure that the quality of leadership and management at the school is sufficient for that purpose.

At the previous inspection the school failed to meet several of the standards relating to the effectiveness of the curriculum and its impact on pupils' knowledge. The proprietor had started to address these weaknesses, but further work was needed to ensure that pupils achieved well.

Since the previous inspection, the proprietor has maintained the pace of school improvement and strengthened the way leaders evaluate its impact. The school has implemented an acceptable action plan that prioritises the right things. The proprietor now checks the effectiveness of improvement work more closely through regular oversight, direct contact with leaders and systems that gather a range of information about the school. Additional resources have increased leadership capacity and enabled leaders to monitor the quality of education more effectively.

The proprietor has prioritised staff development and curriculum improvement. Leaders have undertaken accredited leadership training, which has strengthened their expertise. As a result, they place a sharper focus on developing staff, improving the curriculum and checking the effectiveness of teaching. Their monitoring gives them an accurate view of the school's strengths and areas for development. This work has helped to ensure that the curriculum is implemented well.

Leaders' actions have made a positive difference to the quality of the school's provision. Pupils have developed a sense of belonging and speak positively about the difference the school has made to their education. For example, older pupils have been successfully supported to access further education after re-engaging with learning.

The proprietor has ensured that the standards in this part are now met.

Part 1. Quality of education provided

Curriculum, Teaching and Assessment

During the previous inspection in February 2026, the inspector identified weaknesses in the school's arrangements for implementing its curriculum policy. Teaching was not effective in securing pupils' progress across the curriculum, particularly in English and mathematics. In addition, teachers did not adapt the curriculum sufficiently to support pupils with special educational needs and/or disabilities.

The proprietor has implemented the school's action plan to strengthen the curriculum, teaching and assessment. Leaders have placed a sharper focus on teaching the core knowledge that pupils need in English and mathematics. The planned curriculum is now taught well and is suitably ambitious, based on pupils' starting points.

Many pupils have missed significant periods of education before joining the school. Teachers use accurate baseline assessments to identify gaps in learning and plan the next steps. They ensure that pupils revisit and secure the basic knowledge that they need to access the curriculum. Curriculum content is adapted well to meet pupils' individual needs. Staff use individual learning plans to identify barriers to learning and provide strategies that help pupils understand new concepts. These adaptations are proving successful in ensuring that pupils learn well.

Teachers have secure knowledge of the subjects they teach and explain new learning clearly. They regularly check on pupils' understanding and provide helpful feedback to address any errors and help pupils improve their work. Leaders monitor the quality of teaching and the curriculum closely. Their work has raised expectations and improved consistency across the school. As a result, pupils know and remember more over time and make progress through the curriculum. In mathematics, for example, pupils in key stage 3 retain basic knowledge that helps them complete more complex tasks using fractions, ratio, probability and geometry. Pupils in key stage 4 also develop the knowledge and skills they need for the next stage of their education. This includes them achieving

recognised qualifications in English and mathematics that help them move on successfully to college courses that match their interests and aspirations.

The proprietor has ensured that the standards in this part are now met.

Part 3. Welfare, health and safety of pupils

Safeguarding

At the time of the previous inspection, the school's safeguarding culture was found to be effective. Since then, leaders have maintained diligent oversight of the school's safeguarding procedures. They understand their responsibilities and fulfil them. Staff know pupils well and are quick to raise concerns when necessary. Leaders then act promptly to help pupils who need support. This includes them involving external agencies when needed.

Leaders have created a calm and supportive environment where pupils feel valued and cared for. This culture helps pupils feel safe at school.

The proprietor has ensured that the standard in this part continues to be met.

The school's accessibility plan

The school has an accessibility plan that fulfils the requirements of schedule 10 of the Equality Act 2010.

About this inspection

The inspector carried out this inspection under sections 109(1) and (2) of the Education and Skills Act 2008, at the request of the registration authority for independent schools. The inspector checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspection was conducted without notice.

The inspector spoke with a representative of the proprietor board, the headteacher and other members of staff. He also spoke with groups of pupils.

This was the first progress monitoring inspection since the standard inspection that took place on 2 February 2026.

After the standard inspection on 2 February 2026, the Department for Education required the school to prepare an action plan. This action plans was evaluated by Ofsted on 1 April 2026. The Department for Education accepted the action plan on 12 May 2026.

Lead inspector

Jonathan Leonard

His Majesty's Inspector

About this school

Proprietor and Chair of the proprietor body	Birmingham Community Venture Mr Barket Hussain
Headteacher	Mr Aaron Garey
Type of school	Other independent school
Capacity	40
Number of full-time pupils of compulsory school age on roll	9
Number of part-time pupils of compulsory school age on roll	0
Age range of pupils	13 to 18
Gender of pupils	Mixed
Annual fees for day pupils	£33,100
Email address	futurefirstschool@ymail.com

Annex. Independent school standards

Independent school standards requirements that the school now meets

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; and
 - 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)(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(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;

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 in this paragraph 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 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

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