

Ebrahim Academy

77 Greenfield Road, London, E1 1EJ

Inspection dates 15–17 October 2014

Overall effectiveness	Inadequate	4
Leadership and management	Inadequate	4
Behaviour and safety of pupils	Inadequate	4
Quality of teaching	Inadequate	4
Achievement of pupils	Inadequate	4

Summary of key findings

This is an inadequate school.

- Senior leaders and governors understand the school's shortcomings but have not acted to remedy these.
- Senior leaders and governors do not make sure students are kept safe or achieve well. They have not checked that the curriculum meets requirements or that teaching is of good enough quality.
- Procedures to safeguard students are inadequate. Induction of new staff is ineffective and not all members of staff have received appropriate training in child protection. Members of staff are unaware of who the designated teacher for child protection is.
- The school accommodation is not adequately maintained. This also compromises students' welfare, health and safety.
- Students' achievement is inadequate. From average and above-average starting points students do not make enough progress, particularly in English and mathematics.
- The curriculum is too narrow. It does not prepare students for life in modern Britain. There is no provision for developing students' creative skills or aesthetic appreciation.
- The quality of teaching is inadequate. Assessments of students' progress and attainment are inaccurate. Lessons are not well planned and work is not matched to the range of students' needs, particularly those of higher ability. This limits their progress.
- Leaders have not had enough impact on securing effective teaching.

The school has the following strengths

- The Hifz programme (memorisation of the Qur'an) is structured well. Consequently, students make steady progress in being able to read, recite and memorise the Qur'an.
- Students are keen to do well and are polite to each other and visitors. They are tolerant and respectful of people of other faiths and cultures.

Compliance with regulatory requirements

- The school requires improvement and must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by the Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements. The details are listed in the full report.

Information about this inspection

- This inspection was conducted without notice, at the request of the Department for Education (DfE).
- The inspectors observed 13 lessons; three of these were with the headteacher. Additionally, all classes were visited as part of a learning walk with the headteacher. A tour of the school's premises was also undertaken with the headteacher.
- During visits to classrooms, inspectors reviewed students' work and spoke with them about their learning. Inspectors scrutinised students' work in a range of subjects and held meetings with teachers, staff members and students.
- Inspectors met with one of the two proprietors, who is also a member of the governing body. The inspection team also looked at the school's documentation, including teachers' planning and the school's policies and procedures for safeguarding and child protection.
- Inspectors had discussions with one parent as he dropped his son off at the school and received comments from another parent via the inspection service provider. There were insufficient responses to the online questionnaire (Parent View) to evaluate the views of parents and carers.
- Inspectors observed lunch, break times, the students walking to a public play area, and the Friday prayers and sermon.

Inspection team

Amraz Ali, Lead inspector

Her Majesty's Inspector

Peter Humphries

Her Majesty's Inspector

Full report

Information about this school

- Ebrahim Academy is an independent secondary day school for boys.
- The school provides an education for boys between the ages of 11 and 16.
- Most are of Bangladeshi and Somali heritage.
- There are no students with a statement of special educational needs and none are at an early stage of learning English.
- The school was registered in June 2010 and opened for students in September 2010. Its last full inspection was in May 2011 and was the focus of a progress monitoring inspection in May 2012. This is the school's second full inspection.
- Directly opposite the school building is a small college, Ebrahim College. This college specialises in post-16 education for male and female Muslim students, under the leadership and management of the same proprietor. The post-16 provision was not part of this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - planning lessons and work which challenges students of all abilities, particularly the more able
 - providing feedback to students, both written and verbal, that tells them clearly how to improve their work
 - giving students time to act on the advice and guidance given by their teachers.
- Improve students' achievement in English and mathematics by:
 - providing opportunities for students to read a broad range of fiction and non-fiction books
 - identifying students who need extra help in reading, writing and mathematics and providing appropriate support
 - introducing a whole-school approach to the teaching of spelling, grammar and punctuation
 - ensuring that teachers' assessments of students' work are accurate and used to plan the next steps in students' learning.
- Improve the quality of leadership and governance by:
 - ensuring the school building is repaired and maintained to an acceptable standard
 - ensuring that all staff are aware of safeguarding policies and procedures, including who to go to if they have concerns
 - ensuring there is a broad and balanced curriculum which includes aesthetic and creative provision, appropriate arrangements for personal, social and health education, and which actively promotes fundamental British values
 - ensuring that rigorous and regular checks are made on the teaching, learning and implementation of the curriculum
 - providing teachers with better guidance and support to help them to improve their work
 - ensuring that the induction of new staff is effective.
- **The school must meet the following independent school standards.**
 - Ensure that there is a written policy on the curriculum, supported by appropriate schemes of work (paragraph 2(1)).
 - Ensure that the curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2(2)(a)).
 - Ensure that the curriculum provides subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement (paragraph 2(2)(b)).
 - Ensure that pupils acquire speaking, listening, literacy and numeracy skills (paragraph 2(2)(c)).

- Ensure that the curriculum provides personal, social and health education which reflects the school’s aim and ethos (paragraph 2(2)(f)).
- Ensure that the curriculum provides appropriate careers guidance for pupils receiving secondary education (paragraph 2(2)(g)).
- Ensure that the curriculum provides all pupils with the opportunity to learn and make progress (paragraph 2(2)(i)).
- Ensure that the curriculum provides adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life (paragraph 2(2)(j)).
- Ensure that teaching at the school enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3, 3(a)).
- Ensure that teaching at the school fosters in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves (paragraph 3, 3(b)).
- Ensure that teaching at the school involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3, 3(c)).
- Ensure that teaching at the school shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and that these are taken into account in the planning of lessons (paragraph 3, 3(d)).
- Ensure that teaching at the school utilises effectively classroom resources of an adequate quality, quantity and range (paragraph 3, 3(f)).
- Ensure that teaching at the school 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 (paragraph 3, 3(g)).
- Comply with the standard about the spiritual, moral, social and cultural development of pupils (paragraph 5).
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraph 5(a)).
- Ensure that principles are actively promoted which enable pupils to develop their self-knowledge, self-esteem and self-confidence (paragraph 5(b)(i)).
- Ensure that principles are actively promoted which encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely (paragraph 5(b)(iii)).
- Ensure that principles are actively promoted which enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England (paragraph 5(b)(iv)).
- The proprietor must preclude the promotion of partisan political views in the teaching of any subject in the school (paragraph 5(c)).
- The proprietor must take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils while they are in attendance at the school, and in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, pupils are offered a balanced presentation of opposing views (paragraph 5(d), 5(d)(i) and 5(d)(iii)).
- Ensure that the arrangements are made to safeguard and promote the welfare of pupils at the school and that such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b)).
- The proprietor must ensure that a written policy on compliance with relevant health and safety laws is drawn up and effectively implemented (paragraph 11).
- The proprietor must ensure the Regulatory Reform (Fire Safety) Order 2005 is complied with (paragraph 13).
- The proprietor must provide changing accommodation and showers for pupils aged 11 years or over at the start of the school year who receive physical education (paragraph 23A(1) and 23A(1)(c)).
- The proprietor must ensure that accommodation is provided in order to cater for the medical and therapy needs of pupils, including accommodation for the medical examination and treatment of pupils (paragraph 23B(1) and 23B(1)(a)).
- The proprietor must ensure that accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility, is provided (paragraph 23B(1) and 23B(1)(b)).
- The proprietor must ensure 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 (paragraph 23C).
- The proprietor must provide information on particulars of the school’s academic performance during

the preceding school year, including the results of any public examinations, to parents of pupils and parents of prospective pupils (paragraph 24(1), 24(1)(b) and 24(3)(f)).

- The proprietor must provide information on the number of staff at the school, including temporary staff, and a summary of their qualifications to parents of pupils and parents of prospective pupils (paragraph 24(1), 24(1)(b) and 24(3)(h)).

Inspection judgements

The leadership and management are inadequate

- Leaders and managers at all levels, including governors, have failed to monitor the quality of teaching and curriculum provision. Consequently, the quality of teaching and the curriculum are inadequate. The progress that students make, particularly in English and mathematics, is also inadequate.
- All statutory employment checks are made on members of staff when they are appointed, and these are kept appropriately in a single central record. However, leaders and managers have not ensured that other policies and procedures are followed in relation to safeguarding students. New members of staff have not been inducted well. They are not aware of the child protection policy or procedures to follow or who they should go to, should they need to raise concerns. The child protection policy does not expressly identify what actions staff should follow in the event they have concerns about the behaviour of the headteacher. The designated person for child protection was unaware that he held this role.
- One member of staff stated he had identified extremist views in a students' writing but he did not share these concerns with leaders. Staff have not had any training or guidance on this important issue and were unaware of the local authority 'Prevent' strategy.
- Teachers have not received effective guidance and support from leaders. Consequently, they do not deliver the planned schemes of work or plan effective lessons to ensure that students make progress.
- The curriculum does not meet requirements. Students do not have opportunities to develop their creative skills or aesthetic appreciation or to contribute positively to the local community. Leaders have created a climate where students develop a positive attitude to their own faith and to learning. However, the school does not actively and systematically promote fundamental British values. There is not a systematic plan to ensure students are taught about public institutions and services in England. The lack of choice and responsibilities offered to students means they are not prepared for the opportunities, responsibilities and experiences of adult life.
- The school's Hifz programme, which teaches students to read, recite and memorise the Qur'an, is well structured. Students' skills are closely checked. Those who need extra individual support are identified. Consequently, these students receive individual support and this helps them to improve their reading and pronunciation of the Qur'an.
- Careers guidance does not meet requirements because it is only given to Year 11 students. There is no planned programme of careers lessons which provide independent information, advice and guidance on how to progress to the next stages of their education, training or employment. There are no opportunities for students to undertake work experience despite this appearing in the school's careers policy.
- Not all of the required information is made available to parents, carers and others. The parents' handbook does not include a summary of staff qualifications and does not include details about the school's academic performance in the preceding school year.

The governance of the school:

- The governing body is aware of the relative strengths and shortcomings at the school. However, they have not acted to remedy these shortcomings. Members of the governing body state they were disappointed with the recent GCSE results but they have not taken enough action to improve the learning and progress of students. Governors understand their role in supporting the school by appointing staff and overseeing the management of the school's finances. Less well developed is their role in challenging and robustly holding the school to account for the progress made by students.

The behaviour and safety of pupils are inadequate

- The behaviour of students requires improvement. Students have positive attitudes to their work and they arrive at lessons ready to learn. Students behave appropriately during most lessons but at times behaviour in lessons reflects the quality of teaching. Where this is strong, students are keen to answer questions and work together. Where teaching is weak, students do not always listen well and sometimes lose interest. The quality of students' work deteriorates when teaching fails to meet their learning needs and work is left incomplete.
- Students' behaviour around the school and when walking through Whitechapel to the playground at lunchtime is appropriate. Students are appropriately supervised by adults at all times. Students are friendly, polite and get on well with each other.

- Students' attendance for the previous academic year is below average. Students told inspectors that the school checks their whereabouts on the first day of their absence by contacting home.
- Students have limited opportunities for taking responsibility or making choices within the school. There is no student council. This means they are not all able to develop self-knowledge, self-esteem and self-confidence.
- The maintenance of the building is inadequate and poses risks to students' welfare. Some electrical sockets and switches are damaged or hanging off walls and there are trip hazards. Health and safety procedures have not always been followed. For example, chemicals are stored in unlocked cupboards in an unlocked science laboratory. The fire safety risk assessments presented to inspectors did not take account of the new science room. The gas safety switch is not easily accessible in the event of a fire in the laboratory and the room does not have fire-fighting equipment.
- Security arrangements for the school's accommodation are inadequate. A door linking the school and a neighbouring café was found to be unlocked during the inspection, allowing unchallenged access to the school and its students by people in the café.
- The school building does not provide appropriate changing and showering facilities for students, even though they undertake physical education on site and change in the building before going to a local playground for games. The arrangements for the medical examination of students or to treat sick or injured students do not meet requirements. This currently comprises a couch in the headteacher's crowded office, which does not contain a washbasin.
- The school has not told students how to keep themselves safe when travelling on their own to and from school or when using the internet or mobile phones. In practice, students understand road, train and e-safety.
- There is no guidance, or checking, to ensure members of staff do not promote partisan political views or that when political issues are discussed, a balanced presentation of opposing views is achieved. However, through personal, social, health education and the daily life in the academy, students are aware of other faiths and cultures.
- Students understand about different types of bullying. Students say that bullying incidents are rare and they are quickly and effectively dealt with by staff.

The quality of teaching

is inadequate

- Teaching is inadequate because activities are not adapted to meet students' needs. Members of staff do not consider carefully enough what it is they want students to know, be able to do, or to understand. The subject matter of lessons is not always appropriate for the ages and aptitude of students. As a consequence, students make insufficient progress, especially in English and mathematics.
- The assessment of students' attainment is inaccurate. A commercial assessment scheme that provides standardised scores has not been used to moderate teacher assessments. Teacher assessments are over optimistic and have not been moderated within the school or in collaboration with other schools.
- Teachers do not mark students' work thoroughly or provide guidance on how work can be improved.
- The work in students' books is sometimes untidy and incomplete because teachers' expectations are not high enough.
- Teachers do not check if students understand the work or are completing tasks correctly. Students often repeat the same mistakes. Mistakes in spelling, punctuation and grammar are not corrected. As a result, students' writing skills are poorly developed.
- The teaching of reading is poor. Teachers do not recognise when students' reading skills are below levels expected for their age. As a consequence, they do not receive the help necessary to improve their reading. Students do not read frequently and do not have access to a range of fiction and non-fiction books in school.
- More-able students make inadequate progress because their work does not provide them with enough challenge, particularly in English language and mathematics.
- Teachers do not ensure that resources are of good quality. Students cannot complete some tasks as they cannot read the poorly photocopied worksheets. Beyond science resources, there are few resources for use in practical activities.
- Teachers are knowledgeable about their subjects but do not always consider how best to develop students' knowledge, skills and understanding. For example, in mathematics, students are given rules to follow when undertaking calculations without being taught the mathematical reasons behind these.
- Teaching is more effective in Hafiz (memorisation of the Qur'an) lessons. The progress of students is monitored well and teachers intervene when students do not make the progress expected.

- Some recent appointments have brought some improvements in teaching. For example, a newly recruited teacher of Arabic has already identified that students need to make up much lost ground if they are to succeed in the examinations at the end of the year. However, other teachers have not been inducted well and some teachers are unaware of the school's policies and schemes of work. Schemes of work are incomplete, do not cover all year groups and do not cover all of the required areas of learning.

The achievement of pupils**is inadequate**

- Achievement is inadequate because of shortcomings in the quality of teaching and the curriculum. The attainment and progress of all groups is inadequate. The most able do not do as well as they should and equality of opportunity is not promoted.
- Students do not make enough progress in English and mathematics. The 2014 GCSE results were well below the national average. Given the ability of these students when they joined the school, this represents inadequate progress. Results fell short of students' predicted grades in almost all subjects. Some students in Key Stage 4 told inspectors that they are concerned about their progress and are worried that they are not being prepared well for their GCSE examinations.
- Work in students' exercise books shows inadequate progress across the school in a range of subjects, but particularly in English and mathematics. Students' skills in reading and writing are underdeveloped. Work does not always challenge the most able students. Often, they complete tasks quickly and have to wait for other students to catch up. A further concern is the progress of Year 11 students who have already secured a GCSE grade in mathematics. These students now spend mathematics lessons working on their own but are not stretched to reach even higher standards or to undertake further study.
- A relative strength is the progress made by students in learning to read, recite and memorise the Qur'an.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	136129
Inspection number	453162
DfE registration number	211/6398

This inspection was carried out under section 162A of the Education Act 2002, as inserted by schedule 8 of the Education Act 2005, 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	Muslim secondary school
School status	Independent school
Age range of pupils	11–16
Gender of pupils	Boys
Number of pupils on the school roll	97
Number of part time pupils	0
Proprietor	Messrs Mohammad Uddin and Shams Ad-Duha Muhammad
Chair	Mr Mohammed Bilal Abdulla
Headteacher	Mr Ashraf Patel
Date of previous school inspection	24–25 May 2011
Annual fees (day pupils)	£3,000
Telephone number	020 7539 1582
Email address	info@ebrahimacademy.org.uk

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