

Ebrahim Academy

77 Greenfield Road, London, E1 1EJ

Inspection date

24 November 2015

Overall outcome

Independent school standards not met

Context of the inspection

- This inspection was carried out without notice at the request of the Department for Education (DfE).
- The school's inspection in October 2014 identified numerous regulations that were not met. The school drew up an action plan for improvement in response to the report. This was evaluated in December 2014 and judged to require improvement by the DfE on 9 March 2015.
- A progress monitoring inspection took place in March 2015 in order to evaluate the progress made by the school in implementing its action plan. This identified that some standards remained unmet.
- The school submitted a further action plan which was also judged to require improvement in July 2015.
- This is the second monitoring inspection to judge if the school has met all the independent school standards.
- Inspectors visited classes to observe teaching and look at pupils' work. They held discussions with teachers and senior leaders. They met with the proprietor and members of the school council. Inspectors looked at a wide range of documentation related to the independent school standards including policies, plans and schemes of work. They also examined documentation relating to safeguarding.

Main findings

Part 1 Curriculum

- The first monitoring inspection in March 2015 found that the standard for ensuring that a written policy on the curriculum, supported by appropriate plans and schemes of work, was drawn up and implemented effectively, remained unmet. The curriculum offer had been reviewed and a new timetable implemented that covered all the required areas of learning. This provided additional time for the teaching of English and mathematics. A local arts centre was working with the school to provide pupils with drama, art and technology lessons. Some new schemes of work had been written and there were additional opportunities to allow pupils to learn about different faiths and appreciate the views of others. However, the new curriculum policy was not detailed or complete. Lesson plans and schemes of work were of varying quality across subjects with some lacking sufficient detail to enable teachers to plan effective lessons. Not all policies, plans and schemes of work were being implemented consistently. The careers guidance offered to pupils did not meet the requirements. Some regulations therefore remained unmet.
- In its action plan the school indicated that it would review and complete the curriculum policy and evaluate all schemes of work. Further training would be provided to staff to support them to plan lessons effectively. Leaders also undertook to carry out weekly monitoring of teaching and learning activities.
- As a result of implementing its action plan, the school has a new curriculum policy which has been published on its website. Schemes of work are now in place for all subjects. However, not

all plans and schemes of work are being implemented consistently and they remain of varying quality. They do not include enough information about how teaching will take account of the different aptitudes and starting points of pupils. Not all teachers consider how literacy and numeracy skills will be reinforced in their lessons to allow pupils to make better progress. Pupils are not achieving the levels that they should in many subjects, including in English and mathematics. This will limit their opportunities when applying for college courses at the end of Year 11. The standard for ensuring pupils are effectively prepared for life in British society therefore remains unmet. Pupils are now offered a more varied and balanced timetable of subjects including more opportunities to learn about art and reflect on world events. Teachers have ensured that the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of others, are reinforced in lessons and through a planned programme of activities. This includes visits to cultural events and listening to speakers from other faiths and backgrounds. This standard is now met. The careers guidance offered to pupils has been improved and now meets the requirements. Pupils receive information, advice and guidance provided by independent advisers from Year 7 onwards. Older pupils benefit from visits to careers fairs and work placements. This allows them to make informed choices about their continuing education when they leave the school.

Part 1 Quality of teaching and assessment

- At the last monitoring inspection some teaching standards remained unmet. The quality of teaching was not consistent across all subjects and teachers. Planning was of a variable quality. Assessment information was incomplete or missing and teachers were not able to accurately assess how much progress pupils were making. The school's assessment tracking information was inaccurate.
- In its action plan the school undertook to provide additional training for teachers on all aspects of assessment, including how to level work. Teachers would be able to draw on existing good practice to support their professional development. A new assessment system would be put in place for monitoring pupils' progress. Accurate starting points would be established by using standardised cognitive ability tests for all pupils. This would help teachers to set more realistic targets for them to achieve. The marking policy would be implemented and more frequent monitoring using external moderators would be carried out.
- Teachers received further training to improve their practice at the start of this term. They increasingly apply effective teaching methods and use available learning time well. Some teachers provide helpful comments to pupils to help them improve their work. Pupils are well behaved and are appreciative of the support they receive from staff. Leaders are using the expertise of members of the new governing body to help them raise expectations across the school. They increasingly draw on external support provided by leaders from maintained schools. This has helped them to moderate their own judgements and identify areas for further improvement accurately. However, many teaching improvements are still too recent to have had any impact on raising academic standards and regulations related to pupils' progress remain unmet. Accurate starting points for every pupil have now been established and effective tracking systems record teachers' assessments. However, not all teachers use this information to plan activities that will allow pupils to catch up quickly. Pupils, including those who are more able, are making less progress than they could because expectations remain too low, especially in English. Very few pupils are attaining the standards which they could be expected to achieve.

Part 2 Spiritual, moral, social and cultural development

- The last monitoring inspection identified that pupils were not given opportunities to accept responsibility, show initiative or contribute positively to others.
- The action plan stated that pupils would be given opportunities to work with local charitable organisations.
- All the standards in Part 2 are now met. The student council now takes a strong leadership role in supporting charitable events and agreeing improvements to be made at the school. They

have helped to organise a number of events since the last inspection. These have included arranging for all pupils to contribute to a local food bank and participating in a sponsored car wash for charity. They meet regularly with the headteacher and have negotiated for non-uniform days and a school tuck shop to help them raise funds for further events. They produce a regular newsletter for parents to tell them about the activities being planned.

Part 3 Welfare, health and safety

- At the time of the last monitoring inspection arrangements for safeguarding and promoting the welfare of pupils were still not secure and standards remained unmet. The child protection policy did not take account of the latest guidance, did not identify what actions staff should take if they had a concern about the headteacher and did not link with other safeguarding policies. It was unclear who attended the most recent child protection training or who provided it.
- In its action plan the school undertook to review the child protection policy and ensure it took account of the latest guidance issued. The school intended to ask the local authority to provide further training to staff on safeguarding and to keep a record of who attended.
- Arrangements for safeguarding and promoting the welfare of pupils are now securely in place and all standards in Part 3 are met. The child protection and other safeguarding policies have been reviewed to take account of the latest guidance and published on the website. All staff, including those who have joined the school recently, have signed to say they have received a copy of the new policy and can demonstrate that they have an improved awareness of its content. Further training has been provided to all staff and a record of their attendance kept. 'Prevent' training has been provided to staff, pupils and parents. The school is currently working with Tower Hamlets local authority officers to carry out a full safeguarding audit of its systems and practices.

Part 5 Premises and accommodation

- The school building did not provide appropriate changing and showering facilities for pupils. The facilities provided for the medical examination and treatment of pupils, and for the short-term care of those who were unwell, did not meet requirements. Building works to provide showers, changing rooms and a new medical room were still taking place at the time of the first monitoring inspection. The associated standards were not met.
- All building works are now complete. Pupils are making full use of the new showers and changing areas. There is now a suitably equipped room for the care of pupils needing medical examinations or for those who are sick or injured. All the new areas have been finished to a very high standard and fully meet the requirements.
- The school has also undergone further refurbishment over the summer which includes the redecoration and remodelling of all the classrooms and office spaces. A new reception area has been created on the ground floor which allows school staff to monitor and manage any visitors to the school safely. The school is now a welcoming and attractive place. All standards in Part 5 are met.

Part 6 Information for parents

- Not all the required information was made available to parents, including details about the school's academic performance. The website had not been updated and was missing other key information about the proprietors and the governing body. The school had not published an updated safeguarding policy or a copy of the last inspection report.
- The information provided to parents on the school website has been improved. Information about the proprietor and membership of the new governing body is published. The reviewed safeguarding policy and the latest inspection report are available for parents to read on the website. However, information about the school's academic performance lacks sufficient detail to allow parents to judge how effective the school is. This standard remains unmet.

Part 8 Quality of leadership in and management of schools

- The standards for leadership and management are not all met because other independent school standards are still not met consistently.
- The headteacher has implemented significant changes since the last monitoring inspection. Monitoring systems and the condition of the building have been improved considerably. Teaching, learning and assessment improvements are more recent and have yet to have an impact on raising achievement in all subjects. Further improvements are planned but it is not possible to judge how effective they will be at this point in time. Leaders have strengthened safeguarding systems and now actively promote the well-being of pupils, ensuring that this standard is now met.

Compliance with regulatory requirements

The school must take action to meet the Education (Independent School Standards) Regulations 2014 and associated requirements

- Ensure that there is a written policy on the curriculum, supported by appropriate plans and schemes of work, which are implemented effectively (paragraph 2(1)(a)).
- Ensure that the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those with an education, health and care (EHC) plan (paragraph 2(1)(b)(i)).
- Ensure that pupils acquire speaking, listening, literacy and numeracy skills (paragraph 2(2)(b)).
- Ensure that the curriculum provides all pupils with the opportunity to learn and make progress (paragraph 2(2)(h)).
- Ensure that the curriculum provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2)(i)).
- Ensure that teaching at the school 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 (paragraphs 3, 3(a)).
- 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 (paragraphs 3, 3(d)).
- 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 (paragraphs 3, 3(g)).
- 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 (paragraphs 32(1)(b) and 32(3)(e)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently (paragraphs 34(1) and 34(1)(a)).
- Leaders must fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1)(b)).

Inspection team

Lesley Cox, lead inspector

Her Majesty's Inspector

Rosemarie McCarthy

Ofsted Inspector

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 boys with a statement of special educational need or an education, health and care plan. None are at an early stage of learning English.
- The school opened in September 2010. It received a full inspection in October 2014, when the overall effectiveness of the school was judged to be inadequate.
- A progress monitoring inspection took place in March 2015 which judged that a number of independent school standards were still unmet.

School details

Unique reference number	136129
Inspection number	10009011
DfE registration number	211/6398

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.

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	66
Number of part-time pupils	0
Proprietor	Mohammad Uddin
Chair	Mohammed Bilal Abdulla
Headteacher	Hammad Ahmed
Date of previous school inspection	15–17 October 2014
Annual fees (day pupils)	£4,500
Telephone number	020 7375 3584
Email address	hammad.ahmed@ebrahimacademy.org.uk

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