

Hafs Academy

Unit 3, 26 Maryland Road, London, E15 1JW

Inspection dates 25–26 June 2013

Overall effectiveness	Adequate	3
Pupils' achievement	Adequate	3
Pupils' behaviour and personal development	Good	2
Quality of teaching	Adequate	3
Quality of curriculum	Adequate	3
Pupils' welfare, health and safety	Adequate	3
Leadership and management	Adequate	3

Summary of key findings

This school is adequate because

- Achievement is adequate in English and mathematics and good in the Islamic curriculum, so it is not consistently good across all subjects. Students' reading, writing, mathematical and presentation skills require improvement.
- Teaching is adequate. Sometimes, when writing in English, students do not check their spelling or grammar. Students do not have enough opportunities to extend their vocabulary through reading.
- Students' next steps for improvement are not consistently clear in teachers' marking, to help students achieve their targets.
- While students are involved in the local community, they have few chances to take part in wider cultural activities.
- Leaders have improved the quality of teaching in some subjects through improved monitoring of teaching. However, monitoring is still not rigorous enough, especially in English and mathematics, to further raise achievement.

The school has the following strengths

- Students make good progress in the Islamic curriculum because of extended support.
- Behaviour and personal development are good as students enjoy coming to school, as shown by their above average attendance. They feel very safe in the school.
- Parents, carers and staff are happy and pleased with the progress made by the students since the opening of the school.

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 school was given one day's notice.
- The inspector observed six part lessons taught by six different teachers, looked at students' work, and held meetings with senior leaders, the proprietor, staff and students.
- The school's documentation was examined, including policies, schemes of work, teachers' planning, assessments of students' attainment and progress and the school's own checks on the quality of teaching.
- There were no views of parents/carers registered on Ofsted's on-line questionnaire Parent View, but the inspector met parents and carers at the start of the day. Nine staff questionnaires were scrutinised.

Inspection team

Zahid Aziz, Lead inspector

Additional Inspector

Full report

Information about this school

- Hafs Academy is a small independent Muslim day school located in Stratford, in the London Borough of Newham. It opened in September 2012 and is registered for up to 120 students aged from 11 to 14 years.
- There are currently 14 students on roll in Year 7 only. None has a statement of special educational needs and none is disabled or has special educational needs.
- The school is housed in an industrial unit.
- Most students are of Bangladeshi heritage and have English as their first language. There are very few students who learn English as an additional language.
- The school seeks to help the students achieve an understanding of their Muslim faith and the role of Islam in their lives, and to teach them about most subjects of the National Curriculum, as well as Arabic, and Islamic and Qur'anic studies. The school's stated aim is to 'provide a safe, peaceful and well organised environment for the students to receive a broad, balanced curriculum based on the National Curriculum through the teaching and practice of Islam'.
- The school uses a local park for physical education (PE) as alternative provision.
- This is the school's first inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and accelerate students' progress in English and mathematics, by making sure that:
 - staff receive further training in the teaching of writing and presentation skills
 - marking is of a more consistent quality across the school so that students know their targets and how to achieve them.
- Raise standards in English and mathematics by:
 - giving more attention to improving students' literacy skills so that the students do not make simple grammatical or spelling errors
 - creating further opportunities for reading to improve students' vocabulary
 - improving students' understanding of mathematical skills, concepts and language.
- Improve the quality of leadership and management by:
 - monitoring more regularly the quality of teachers' marking and written comments in students' workbooks on how to improve so the students can reach their targets
 - further enriching students' experiences by improving links with the wider community.
- **The school must meet the following independent school standards.**
 - Provide suitable outdoor space to enable students to play outside (paragraph 23G(1)(b)).

Inspection judgements

Pupils' achievement

Adequate

Students' achievement is adequate overall. This is due to adequate teaching and an adequate curriculum. However, there are variations. While students' progress is good in the Islamic curriculum, it is only adequate in the secular curriculum including for reading and writing in English and in mathematics. Students do not get enough opportunities to extend their reading to engage with more difficult English texts or develop higher mathematical skills and better understanding of associated concepts and language. They also make simple grammatical or spelling errors in English and their vocabulary is too limited. Presentational skills are only adequate. Students make good progress in their study of the Qur'an, Arabic, *Aqidah* (belief) and *Fiqh* (Islamic law) and *Seerah* (traditions of the Prophet). The progress made in memorising of the Qur'an is also good and attainment is above average.

Attainment in the Arabic language and other Islamic subjects is above average. This is because of strong teaching and the additional support students receive. Students' achievement is adequate in secular subjects, although some higher-ability students do well, especially in science as a result of small classes and teachers' good subject knowledge. Recent assessment results indicate that students' progress is accelerating in all subjects, including reading, writing and mathematics.

Pupils' behaviour and personal development

Good

Students' behaviour and personal development are good and make a strong contribution to the positive attitudes students have towards their learning. Students care for, and respect, each other and also respect the adults around them. They enjoy coming to the school, as indicated by their above average attendance. One parent/carer remarked, 'My son's learning has improved since his arrival in this school.' Students say that there is no racism and bullying is rare; this is evident from the school's behaviour log. No student has been excluded since the opening of the school. Students know about the different forms that bullying can take and how to keep safe from dangers, such as the use of social media websites on the internet. Provision is not outstanding because, on a few occasions, students have to be reminded to follow rules about best behaviour. All students said that they feel safe as adults look after them well and the building is secure. Students appreciate the one-to-one help they receive during the day and after school. The school ensures that where political topics are considered that students receive a balanced view. The school has a policy that strongly discourages the expression of any extreme views from staff and students. Students say that 'as human beings we are all equal, no one is superior to anyone else'.

Provision for students' spiritual, moral, social and cultural development is good. Students start the day with reading of the Qur'an. They engage fully in religious studies and in the learning of *surah* (chapters) from the Qur'an and some basic *Fiqh* (Islamic law), such as the importance of *istinja* (cleanliness). Islamic study successfully boosts students' self-esteem and self-confidence and prepares them well for life in the community. All activities involve some feature of Islamic *tarbiyyah* (upbringing), such as greeting each other. After enjoying a hard game of football, students ponder and reflect in *zuhr salah* (lunchtime prayer). Students show they have good knowledge of other faiths such as Buddhism, as well as Judaism and Christianity. Students support their local neighbourhood by, for example, removing litter and recycling waste, but they have few opportunities to make links with the wider community. The personal, social and health education (PSHE) programme and citizenship are successfully linked with Islamic studies. This helps students gain a more secure understanding of a multicultural, democratic British society and the institutions within it. The school council works collectively to improve the school and supports others through fundraising for charities. Visitors are also invited to talk to students, such as the fire and rescue service and the police.

Quality of teaching**Adequate**

The quality of teaching is adequate and this ensures that students make adequate progress in their learning over time, particularly in reading, writing and mathematics. There is some good teaching, predominantly in information and communication technology (ICT) and in Arabic, *Aqidah* (belief) and *Fiqh* (Islamic law) and *Seerah* (traditions of the Prophet). Teaching is also of good quality in the teaching of the Qur'an to improve the *Tajweed* (teaching of Arabic letters and sounds) and *Hafiz* (memorising of the Qur'an). However, there is insufficient emphasis on improving reading and writing in English, standards in mathematics and in improving the quality of presentation in students' workbooks. As a result, progress is not fast as it could be. This is due to teachers' relative inexperience in teaching English and other subjects in the secular curriculum compared to their teaching of the Islamic curriculum.

Checks on students' written and other work indicate that, overtime, teaching is improving. Staff are eager that students should do well. Students mostly know their targets in both their secular and Islamic work. Behaviour management is good and lessons are delivered in a mostly calm environment. Time is generally used well. Students' speaking and listening skills in English are good. In an English lesson, students were actively encouraged to act out one person's behaviour as if travelling on a bus and they then reflected on its moral and emotional effects on others. As a result, they were confident and successful in expressing their own views to their peers. Students read books accurately, but do not have regular opportunities to read in class or individually.

The use of assessment information is adequate in secular studies and strong in Islamic subjects. Staff track students' progress suitably in English, mathematics and science using National Curriculum levels. They provide adequate feedback to students on how well they are doing. However, students are not given sufficient comments on how to meet or improve on their targets through helpful written responses in their workbooks.

Quality of curriculum**Adequate**

The curriculum is adequate. All of the required areas of learning are covered in the school's planning. The curriculum policy provides an accurate summary of the secular and Islamic curriculum provided in Year 7. Provision enables students to make at least adequate progress in all secular work, including literacy and numeracy, and good progress in Islamic studies. Adequate schemes of work exist for all subjects taught, covering long-, medium- and short-term planning, as well as appropriate lesson plans with a focus on giving adequate challenge. As part of its ethos, Qur'an, Islamic studies and *tarbiyyah* (upbringing) play a very important role in developing students' spiritual, moral, social and cultural development, especially when linked with PSHE and citizenship studies.

The secular subjects of the National Curriculum are well integrated into the timetable with Islamic studies which cover learning of the Qur'an, Arabic and *tarbiyyah*, and other aspects of Islamic studies. Adequate extra-curricular and additional learning opportunities are provided that enrich learning, for example with a visit to the canoeing and kayak centre in connection with their studies. The number of resources and facilities has been extended to improve the quality of teaching and the curriculum, such as a new science laboratory, ICT suite, an interactive whiteboard and textbooks. There is suitable provision for careers education linked to aspects of students' studies. For instance, students make effective use of computers when setting up their own business ventures and they know how to work out profit and loss as part of an ICT project. As a result, they learn the necessary skills for working independently and are ready for the next stage of their education.

Pupils' welfare, health and safety**Adequate**

Provision for students' welfare, health and safety is adequate because staff are competent and

committed in promoting students' welfare, health and safety. All the regulations are met for students' welfare, health and safety. There is an appropriate emphasis on the development of healthy lifestyles, particularly through physical education and the PSHE programme; although, occasionally, students do eat food that they know is not the most healthy option. Safeguarding arrangements meet requirements, including enhanced training for the nominated person for child protection and other staff for safeguarding children. Appropriate behaviour and anti-bullying policies are in place and they are implemented effectively. A full range of other policies are in place, including those for child protection, first aid and health and safety; however, a small number require updating. Appropriate steps are taken to ensure fire safety. A suitable fire risk assessment is routinely carried out and the outcomes of fire evacuations are formally recorded. All fire extinguishers and portable electrical equipment are subject to inspection by a competent person and suitable records are kept of the checks undertaken.

Recruitment and staff vetting procedures comply with regulatory requirements. The single central register correctly records that all of the required checks have been appropriately carried out on all adults to confirm their suitability to work with children. Satisfactory risk assessments are carried out for educational activities off site. Students are well supervised at all times. The admission and attendance registers meet the regulations. First aid procedures are implemented effectively.

Leadership and management

Adequate

Leadership and management are adequate. Leaders have undertaken the necessary improvements since registration, so that now almost all of the regulatory requirements for independent schools are met.

There are high expectations from the leaders and the proprietor. This is reflected in the school's self-evaluation, which is mostly accurate. As a result, students have made good progress in the Islamic curriculum, in particular, behaviour and safety are good and other outcomes are adequate. The quality of teaching is improving due to staff being supported well with the provision of additional training to meet the needs of the school and the students. The leadership has introduced checks to ensure that teaching staff are held to account for the progress that students make. There are now regular staff meetings to track and assess students' progress. As a result, targets are revised every term to meet the needs of each student. This process works to improve the quality of teaching and learning, but has not yet been fully effective in ensuring good progress is made across all subjects, especially in English and mathematics. For example, senior staff still do not monitor students' workbooks to make sure that students are receiving appropriate guidance from the staff about how to improve and achieve their targets. For these reasons, leadership and management are adequate rather than good.

The school has good links with parents and carers who are supportive and feel the school is helping their children and promoting their academic and spiritual, moral, social and cultural development. Responses to questionnaires indicate that the staff are very supportive of the school. The proprietor has shown a steady commitment to improve the school's facilities. The premises and accommodation are adequate. There is sufficient, good-quality, indoor space for teaching and learning, but there is insufficient outdoor space for play and recreation. Students, however, make good use of the local park for physical education lessons. All of the required information is provided, or is made available, to parents, carers and others. The complaints procedure meets requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education.
Grade 2	Good	A school which provides a high quality of education.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.

School details

Unique reference number	138801
Inspection number	420273
DfE registration number	316/6002

This inspection was carried out under section 162A of the Education Act 2002, as amended 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 primary school
School status	Independent School
Age range of pupils	11–14 years
Gender of pupils	Boys
Number of pupils on the school roll	14
Number of part time pupils	0
Proprietor	Moulana Najmul Alam
Chair	Muhammad Mujeeb Rahman
Headteacher	Jamil Ahmed
Date of previous school inspection	This is the school's first inspection
Annual fees (day pupils)	£2,500
Telephone number	0208 555 4260
Fax number	N/A
Email address	info@hafsacademy.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

