

# North Road Academy

North Road, Cobridge, Stoke-on-Trent, Staffordshire, ST6 2BP

<b>Inspection dates</b>	3–5 December 2013	
<b>Overall effectiveness</b>	<b>Good</b>	<b>2</b>
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Outstanding	1
Quality of teaching	Good	2
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Outstanding	1
Leadership and management	Good	2

## Summary of key findings

### This school is good because

- Good leadership and management have ensured that this new school has been firmly and quickly established.
- The headteacher and his team have worked extremely hard to ensure that teaching is strong, behaviour is exemplary and spiritual, moral, social and cultural development are outstanding.
- Teachers ensure that there is always a very positive ethos for learning in school and that pupils achieve well, including in English, mathematics and science.
- Outstanding provision for the welfare, health and safety of pupils ensures that they feel very safe.
- The well balanced, strong curriculum ensures that pupils have good opportunities for academic development and Islamic studies. Pupils especially love the Islamic values promoted by the school.

### It is not yet outstanding because

- Teachers do not always communicate the learning outcomes they expect from pupils of all abilities in each lesson.
- There are not enough opportunities across the curriculum for pupils to practise their reading skills and reach higher standards in reading.

### Compliance with regulatory requirements

- The school meets 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.

## Information about this inspection

- The inspection was carried out with one day's notice.
- The inspector observed eight lessons taught by eight different teachers. The inspector scrutinised pupils' work and held meetings with the headteacher, senior managers and pupils.
- The school's documentation was checked including schemes of work, teachers' planning, records of pupils' progress, self-evaluation and regarding welfare, health, safety and safeguarding.
- There were no Parent View responses. Questionnaire responses from staff were analysed.
- A material change application to the school's registration was assessed regarding the age range (the school wishes to increase the upper age limit to 14 years).

## Inspection team

Saleem Hussain, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school opened in November 2012. It is located in the Cobridge area of Stoke-on-Trent, a few miles from the town centre. The school is registered as an independent Muslim faith school for up to 100 boys and girls aged from 3 to 11 years.
- Currently, there are 54 pupils on roll. Eight pupils are aged between 12 and 14 years (the subject of the material change application). There are no children in the Early Years Foundation Stage. There are no pupils with a statement of special educational needs.
- Pupils are of mainly Asian heritage and most speak English as a second language. The school has an Islamic religious affiliation and admission is open to the local community including non-Muslim pupils.
- The school's aims include: 'Our pupils need to acquire the knowledge, skills, patience and attitudes necessary to become happy, healthy, well adjusted, productive adults and responsible citizens; to help pupils become enthusiastic, lifelong learners who are able to manage change and to help pupils to have a positive impact on their families, their communities, their country and their world'.
- The school uses no alternative provision.
- This is the school's first inspection since it registered.
- The school is co-located with North Road Nursery. Both the school and nursery are owned by the same proprietor. The nursery is inspected and reported upon separately by Ofsted.

### What does the school need to do to improve further?

- Ensure that the quality of teaching improves to outstanding by requiring teachers to always communicate the learning outcomes they expect from pupils of all abilities in each lesson.
- Ensure that there are more opportunities for pupils to consolidate their reading skills across the curriculum in order to reach higher standards in reading.

## Inspection judgements

### Pupils' achievement

**Good**

Achievement is good because the provisions for teaching and the curriculum are good. Teachers encourage pupils to aim high and make the most of their learning opportunities. Along with excellent day-to-day guidance and support in classrooms, these factors help pupils to make sustained progress and develop their knowledge and understanding in most subjects over time. Although a significant number of pupils had low starting points, all groups of pupils achieve equally well. This includes pupils with English as an additional language and those with different ethnic origins. Achievement in English, mathematics and science is good. Teachers promote the development of speaking, listening, language, reading and writing well. However, although standards in reading are broadly in line with national expectations, pupils would like more opportunities across the curriculum to practise reading and reach higher standards. Basic skills in English and mathematics are taught thoroughly. Every opportunity is taken by teachers in mathematics lessons to focus on the value of numeracy skills in everyday life, an approach which engages pupils successfully. For example, in an outstanding lesson seen, pupils in Year 2 used their solid numeracy skills to calculate the change they should have when spending money. Work seen in information and communication technology illustrates that pupils are developing their computer skills positively. All these factors demonstrate that pupils develop and apply a wide range of skills so that they are well prepared for the next stage in their education.

Classroom support and interventions are effective. For example, additional one-to-one support is provided in lessons where pupils with English as an additional language are experiencing difficulties. Adults often spend time with pupils at the breakfast club and during lunchtimes to consolidate pupils' learning. School records indicate that a few lower ability pupils are not yet reaching standards expected for their age. These pupils are receiving extremely good support and gaps between their standards and of all pupils are closing.

### Pupils' behaviour and personal development

**Outstanding**

Pupils' behaviour, attitudes and personal development are outstanding. They are enthusiastic in lessons and enjoy learning very much. Attendance for the majority of pupils is very good and punctuality to school is good. The school is a very orderly community. Behaviour is exemplary at all times. Pupils show the utmost courtesy and respect towards each other, adults in school and visitors. Levels of concentration and perseverance in lessons are extremely good. These factors make an excellent contribution to the school's ethos and help pupils to achieve well. Relationships between pupils are excellent. Pupils work together in groups or pairs very effectively, sharing their ideas and knowledge about the work. School records and discussions with pupils indicate that incidents of serious misbehaviour are extremely rare. Pupils say that they feel safe at all times, there is no bullying and that staff are always at hand in case they feel worried or anxious. Pupils like the house points and rewards system very much because this recognises and values their acts of kindness, achievements and excellent conduct.

Pupils' spiritual, moral, social and cultural development is outstanding. Much work in personal, social, health and citizenship education (PSHCE) lessons, assemblies and Islamic studies enables pupils to develop extremely good personal qualities from an early age. There are many opportunities for pupils to develop their self-confidence. Pupils are able to reflect on issues such as faith, worship and the inspirational nature of human achievement. Pupils have a very clear sense of right and wrong. They are taught to respect the civil and criminal law. Visitors make a strong contribution. For example, the police gave a talk for all pupils about the law, staying safe and good citizenship during the inspection. Social skills development is excellent. Pupils make a very good contribution to the school and wider community. The school values pupils' ideas very highly. For example, pupils have provided some super ideas for the Mosque that is currently being planned on

the school grounds. The school council provides excellent opportunities for pupils to learn about democracy and give their ideas for school improvement. Pupils show great concern for those in the community who are less fortunate than themselves. They actively support many charities and regularly collect food stocks for distribution by charitable organisations. The school provides pupils with a broad general knowledge of public institutions and services in England. For example, pupils learn about the monarchy and parliament. The proprietor has ensured that partisan political views are not promoted in school. Pupils have developed a very good knowledge of their own and other cultures. They show very high levels of care, respect and consideration for different cultures and traditions. Educational visits include museums and several different places of worship. Topic work has included consideration of local history over the last 100 years. In a discussion about different religious beliefs in Great Britain, pupils gave their admirable views about the perpetual need for mutual respect and community harmony.

### Quality of teaching

**Good**

The quality of teaching is good. Consequently, most pupils and groups of pupils including those with English as an additional language, make good progress and achieve well over time. The inspector saw all teachers lead lessons. Most of the lessons seen were good, some were outstanding and a small number were adequate. Teachers possess good subject knowledge which they use effectively to plan interesting activities. Teachers have high expectations for all pupils including the most able. Good questioning and discussion-leading techniques ensure that pupils of all abilities work hard and learn to think for themselves. The pace of work is good and classroom resources are used well to support learning. Basic skills in literacy and numeracy are taught well. In some cases teachers lead lessons which cover many different areas of learning. An outstanding example of this was seen in a history lesson around how William the Conqueror may have used belligerent tactics to assert his regime in 1066. Pupils were mesmerised by the interesting learning opportunities. They developed their awareness of historical and cultural facts; considered right and wrong; developed their speaking, listening and reading skills; and considered women's and Islamic perspectives regarding the events, making excellent progress in the lesson. However, although lesson planning is generally good and meets regulatory requirements, teachers do not always communicate the learning outcomes they expect from pupils of all abilities in every lesson. Consequently, pupils do not learn outstandingly over time because they are not always fully aware of what teachers expect of them.

Assessment is good. Pupils' skills are evaluated accurately during their induction period regarding their basic skills in English, mathematics and science. On-going tests and assessments are then carried out in all subjects using nationally recognised measures to ensure that pupils make progress. The headteacher frequently scrutinises pupils' workbooks and this ensures that teachers' marking tells pupils how well they are doing compared to national expectations and also how to improve.

### Quality of curriculum

**Good**

The curriculum and other activities are good. This ensures that pupils enjoy their learning and pupils' needs and interests are met well. Pupils say that they especially like the balance of academic and Islamic education provided. Provision for PSHCE is outstanding and this makes an excellent contribution to pupils' personal development including in respect of staying healthy and safe. The curriculum is well planned. Schemes of work are clear and detailed, enabling pupils to gain good experiences in all the required areas of learning. Basic skills in English and mathematics are instilled in pupils and nurtured from an early age so that they quickly realise the importance of these skills for their future economic well-being. However, although the teaching of basic skills in speaking, listening, reading and writing is good, leaders acknowledge that more opportunities are required for pupils to practise their reading across the curriculum in order to raise reading standards to higher levels. Islamic studies include good opportunities to learn about the five pillars of Islam, reading the Qur'aan and consideration of other world faiths. School trips and visitors to

school enrich learning. Visitors have included an agency for the homeless where a member of staff recently explained to pupils how poverty can lead to homelessness. After-school homework clubs include mathematics, Islamic studies and sports.

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

### **Outstanding**

Provision for pupils' welfare, health, safety and safeguarding is outstanding. All of the regulations in these regards are met. All of the required policies are fully implemented and staff have a very good understanding of their roles and responsibilities through the detailed guidance they receive. Staff are very highly committed to the care and well-being of pupils. As a result of these factors, pupils feel highly valued and very safe in school. Arrangements for staff recruitment are thorough. The school carries out all of the required checks to ensure that all adults in school are suitable to work with children. Checks are recorded as required on a single central register. The designated officer for child protection and all other staff are appropriately trained regarding child protection. On the reverse of staff identification badges there is guidance for them regarding the school's child protection procedures; this is an excellent practice. Parents and carers are regularly invited to undertake basic child protection training in school. Four staff are fully trained in administering paediatric first aid. Risk assessments are carried out regarding the premises, practical lessons and educational visits. Any risks to safety are identified and there is clear guidance to staff on how to manage issues. Fire risk assessments and drills are carried out regularly. The school's policies to promote outstanding behaviour and to eliminate bullying are very effective. This ensures that pupils enjoy their school lives to the full.

Assemblies, visitors and PSHCE lessons include much work for pupils to develop their understanding of how to lead healthy and safe lifestyles.

### **Leadership and management**

### **Good**

Leadership and management are good. The effectiveness of the school's leadership can be seen in pupils' good achievement, outstanding behaviour and personal development, the quality of the curriculum and other provisions, how happy pupils are and how quickly the school has established itself since registration. Representative views from pupils include 'this is the best school in the whole wide world'. Clearly, leaders have successfully implemented their vision of establishing a good quality of education within a strong Islamic setting. The headteacher works incredibly hard and, along with other leaders and all staff, has high ambitions for the school. Good team work is evident at all levels. Self-evaluation is accurate. The school knows its strengths and weaknesses. Corrective actions are taken very quickly when weaknesses are identified. The leadership of teaching is an improving picture. Leaders recognise that the newly developed system of monitoring and evaluating teaching is still bedding in and there is some way to go before the procedures result in an overall quality of teaching which is outstanding. Teachers are very pleased with the arrangements for professional development and say that this helps them to ensure that pupils achieve well. The school attaches a high priority to developing basic skills in English and mathematics. This is reflected in good achievement in these areas. Leaders recognise that there are not enough opportunities in the curriculum for pupils to achieve as well as they can in developing their reading skills. Plans are being developed to remedy this.

The proprietor has ensured that all of the independent school standards are met. The school's premises and accommodation are very well maintained. All of the requirements regarding the provision of information for parents, carers and others and for the complaints procedures are met. Parents and carers are welcomed as partners in the education of their children. Coffee mornings are regular events and there are good opportunities to become involved in school life.

In relation to the school's application to increase the upper age limit from 11 to 14 years, the inspector recommends to the Department for Education (DfE) that the change is approved. The current provisions, accommodation and other relevant arrangements have been considered by the

inspector and were found to meet requirements for this extended age range. The school appreciates that material changes can only be made if they are approved by the DfE.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
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

<b>Unique reference number</b>	139071
<b>Inspection number</b>	422847
<b>DfE registration number</b>	861/6008

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.

<b>Type of school</b>	Muslim faith school
<b>School status</b>	Independent School
<b>Age range of pupils</b>	3 – 14 years (subject to approval by DfE)
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	54
<b>Number of part time pupils</b>	0
<b>Proprietor</b>	Naeem Bashir
<b>Headteacher</b>	Naeem Bashir
<b>Date of previous school inspection</b>	Not previously inspected
<b>Annual fees (day pupils)</b>	£2,000
<b>Telephone number</b>	01782 829870
<b>Fax number</b>	Not applicable
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