

Read Academy

445-447 Ley Street, Ilford, IG1 4AD

Inspection dates	17–19 June 2014	
Overall effectiveness	Good	2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Good	2

Summary of key findings

This is a good school

- Pupils make good progress in reading, writing and mathematics.
- Teaching is good; this helps ensure that all groups of pupils, including those who find learning difficult and the most able, achieve well and make good progress.
- Behaviour and safety are outstanding and real strengths of the school. Behaviour in lessons and around the school is exemplary.
- All pupils are very keen to learn; they concentrate in lessons and complete good amounts of high-quality work across all subjects.
- Islamic studies are well planned and help pupils make excellent progress in their personal development.
- The school provides a good range of subjects and activities that meet pupils' interests and that they really enjoy. Pupils have many opportunities to develop their reading, writing and mathematics skills across different subjects.
- Senior leaders ensure that good teaching secures good achievement and progress for all pupils. They have successfully created a very pleasant but purposeful environment where all pupils thrive in their learning.

It is not yet an outstanding school because

- The system for checking on pupils' progress is not consistent across all subjects.
- Teachers are not provided with enough training or opportunities to share outstanding practice to help them raise standards of teaching and learning to outstanding.
- Teaching assistants are not always sufficiently involved in supporting teaching and learning.

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 three different teachers. He scrutinised pupils' work and held meetings with the headteacher, staff, parents and pupils.
- The school's documentation was checked, including schemes of work, teachers' planning, records of pupils' progress, assessment records and records pertaining to welfare, health and safety. The inspector checked the school's compliance with the regulations for independent schools.
- The inspector took account of the views expressed in seven questionnaires returned by staff and seven responses from parents and carers to a questionnaire distributed by the school. The inspector also considered 14 responses to Ofsted's online Parent View questionnaire.

Inspection team

Chanan Tomlin, Lead inspector

Additional inspector

Full report

Information about this school

- Read Academy is an Islamic primary day school for boys and girls aged from five to eleven. It opened in September 2013. It is located in Ilford, Essex in premises that were previously used as a college.
- Most of the pupils live in the vicinity of the school. There are currently 18 pupils on roll, none of whom has a statement of special educational needs. All pupils speak English as their principal language.
- Pupils are taught in two groups, one for Years 1 and 2, the other for Years 3 and 4.
- The proprietor is the headteacher of the school. Middle leadership is not yet well developed as there are few pupils in the school.
- The school aims 'to provide a high quality academic and Islamic education meeting Ofsted's guidelines in an Islamic environment'. The school's vision is 'to achieve educational excellence through an innovative curriculum, to nurture readers of today and dynamic leaders of tomorrow'.
- This is the school's first inspection.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding by:
 - providing teachers with more training and opportunities to share outstanding practice
 - ensuring that teaching assistants are always involved in supporting teaching and learning.
- Raise standards of achievement and progress by establishing an effective system for checking on rates of pupils' progress in all subjects.

Inspection judgements

Achievement of pupils

Good

- From their below-average to average starting points on entry to the school, all pupils have achieved well and have made good progress in reading, writing and mathematics.
- Pupils acquire knowledge quickly and develop their understanding in a wide range of subjects securely because of good teaching and the range of subjects they study. As a result, they are well prepared for the next stage of their education, including those who find learning more difficult.
- Pupils make good progress in Islamic studies. They learn important tenets of the faith, master recitations from the Qur'an and learn Arabic to the standard necessary for them to be able to translate basic religious texts.
- Pupils in Years 1 and 2 make good progress; they master numeracy skills at a quick pace and by gaining an understanding of phonics (how letters and sounds link together) many become skilled at reading and writing. By the end of Year 2 all pupils achieve standards in reading, writing and mathematics that are at or above the level expected because of the good progress that they have made.
- This good progress continues in Years 3 and 4, with pupils making or exceeding expected levels in reading, writing and mathematics.
- Pupils enjoy reading both at school and at home; the most able read proficiently and fluently. Pupils who find reading difficult receive the extra support that they need in order to ensure that they make good progress.
- Pupils produce good amounts of high-quality work in all subjects. They present their work exceptionally well and are careful to spell, punctuate and use correct grammar.
- Written work and test results for subjects other than English and mathematics indicate that pupils achieve well and make good progress. However, systems for making checks on progress in these subjects are not fully developed. As a result, teachers are not always clear about the things that they need to do to speed up progress even further, and this restricts some aspects of pupils' achievement.
- The most able pupils are provided with good levels of challenge. As a result, they achieve well and make good progress. Pupils who find learning more difficult receive effective individual support and work is set at the right level to meet their needs. These pupils are also successfully challenged to help them achieve well, and they too make good progress.

Quality of teaching

Good

- Good teaching ensures that all pupils, including those with special educational needs and those who are more able, achieve well and make good progress in speaking, reading, writing and mathematics as well as in other subjects.
- Teachers have good subject knowledge. They expect pupils to work hard and achieve well. They plan learning carefully and use appropriate approaches and resources to make lessons interesting. As a result, pupils are motivated to concentrate on their studies and engage fully in learning. This enables all pupils to make good progress.
- An example of this was seen in a Year 1 and 2 numeracy lesson where pupils cut up play-dough in order to understand fractions. During this lesson, pupils learned that a fraction is a part of a whole through an activity that was fun and memorable.
- Teachers adjust the work, when necessary, according to how well pupils are learning. For example, during a Year 1 and 2 Islamic studies lesson, the teacher helped pupils memorise verses from the Qur'an in ways that enabled them to learn quickly.
- Pupils are set homework that helps them revise and consolidate what they have learned in school. All work is marked regularly and very accurately; teachers take great care to remind pupils about the levels that they are working towards and to give them clear guidance on the

areas that they need to improve.

- Teaching assistants know pupils very well and provide them with the extra help that they need in order to achieve well in lessons. Most teaching assistants work well with individual pupils. However, they are not always used as well as they might be, for example, when pupils are learning in groups.

Behaviour and safety of pupils

Outstanding

- The behaviour of pupils is outstanding in lessons and around school. As a result, there is a purposeful atmosphere in school where pupils want to succeed in all aspects of their learning. This helps them achieve well and make good progress.
- Pupils show excellent attitudes towards learning and are always keen to learn new things. They take great interest in their studies and concentrate on what is being taught.
- Pupils are very courteous and are exceptionally welcoming when people visit the school. Their excellent conduct, manners and punctuality are evidence of how proud they are of their school.
- Pupils show that they are very keen to learn by taking part in discussions and asking questions when they do not understand. For example, during a Year 3 and 4 numeracy lesson, when the teacher said that they would be finding how to calculate the area of a table, one pupil was quick to ask, 'How do you do that?' before the teacher had a chance to explain. Such enthusiasm for learning is typical.
- Pupils respect each other and get along exceptionally well. For example, they often work in pairs or groups and help each other whenever they can; this helps them learn about teamwork and sharing responsibility. This was seen in a Year 3 and 4 art lesson where pupils helped each other design three-dimensional models of famous monuments.
- Pupils are able to express their opinions about the running of the school through a school council. The school council has helped improve the school in selecting resources for the playground. All pupils feel part of the school community because their opinions are valued and they feel respected by staff.
- The school's work to keep pupils safe and secure is good. Pupils agree that this is the case. Parents feel that the school goes to great lengths to ensure that pupils are exceptionally well cared for and supported at all times and that the school is a safe environment where pupils thrive.
- Pupils are fully aware of the different types of bullying, including cyber- and prejudice-based bullying. Pupils say that bullying in school is very rare.
- Pupils learn about road, fire and bicycle safety. They know how to keep themselves safe and trust all members of staff to help them whenever they need assistance. The school acknowledges that visits from public services such as the police and fire-fighters have the potential to help pupils learn about safety. Leaders are arranging for them to take place in the near future.
- The school is outstanding in its promotion of pupils' spiritual, moral, social and cultural development. Pupils pray together every day and learn about spirituality, morality and acceptable social behaviour during Islamic studies.
- Pupils gain a wealth of knowledge about Islamic culture through Islamic studies. They also gain a well-developed knowledge of British culture and values through personal, social and health education (PSHE) and citizenship. They learn about different people and religions through religious education, art and visits to places of worship. As a result, they learn to appreciate diversity and to challenge prejudice and discrimination.
- Teachers are skilled in the ways that they include lessons on morality and good social interactions across all subjects. For example, during a Year 1 and 2 numeracy lesson, the teacher helped pupils understand that fractions are exact divisions of a whole by explaining that when people share a pizza, 'everyone deserves to get an equal part'.
- Pupils grow in self-confidence and self-esteem through leading prayers and through many opportunities to share their experiences with their classmates. Younger pupils especially enjoy

'Show and Tell'; this is a very well-organised event where pupils prepare and deliver speeches about their favourite things from home.

- Attendance is excellent, being notably above the national average.

Leadership and management

Good

- The headteacher ensures there is good teaching for all pupils in the school. As a result, all pupils, regardless of their starting points or abilities, achieve well and make consistently good progress in all subjects.
- School leaders provides exceptionally good role models and convey high expectations to pupils and staff. For example, the development of effective policies and practice has helped ensure good progress for all pupils in literacy. The headteacher as proprietor is developing his understanding and systems for the appraisal of staff.
- The headteacher and all staff ensure that all pupils, including those whose circumstances might put them at risk, receive the support that they need; as a result, all pupils make real gains in their personal development and succeed in their learning.
- Senior leaders have accurately evaluated the school's strengths and areas that need to improve; they have produced suitable plans which are used to consistently improve the school. The headteacher observes lessons and guides teachers in ways that they can improve their teaching; this contributes to teaching that is consistently good.
- The school provides a wide curriculum that pupils really enjoy. Pupils take part in a good range of additional activities such as clubs for computers, henna and arts and crafts. They go horse riding and swimming and there are plans for archery to be taught in the near future. All subjects and activities provided meet the needs and interests of pupils well; many help them develop and use their reading, writing and mathematical skills effectively.
- Senior leaders ensure that all safeguarding requirements are fully met and the school works well with external agencies to ensure that pupils are always safe.
- Parents are very involved in all aspects of the school. The school has an 'Open Door Policy' and parents are encouraged to voice their opinions and to be involved. Parents who responded to the Parent View survey and who spoke with the inspector were overwhelmingly positive about all aspects of the school's work.
- School leaders have ensured that all the independent school standards are fully met.
- Although some training is provided for teachers to improve their skills, they are offered too little and opportunities are missed for teachers to share the outstanding practice that already exists in the school.

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	139826
Inspection number	443014
DfE registration number	317/6000

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	Islamic Day
School status	Independent
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	19
Number of part-time pupils	0
Proprietor	Gulam Hussain
Chair	Not applicable
Headteacher	Gulam Hussain
Date of previous school inspection	Not applicable
Annual fees (day pupils)	£3,495
Telephone number	020 8554 9111
Fax number	Not applicable
Email address	headteacher@readacademy.co.uk

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