

Ebrahim Academy

77 Greenfield Road, London, E1 1EJ

Inspection dates

10-11 March 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 and the overall effectiveness of the school was judged to be inadequate. At the time of the monitoring inspection, the October 2014 inspection report was not available on the school's website.
- 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.
- This is the report of the first progress monitoring visit made in order to evaluate the progress made by the school in implementing its action plan.

Main findings

Curriculum

- The inspection in October found that the school did not meet 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. The school was unable to provide evidence that the curriculum was fully supported by all the required schemes of work. The schemes of work that were available failed to address the needs of all students. The curriculum offered was too narrow and students did not receive any aesthetic and creative education. Students were not prepared well for life in modern Britain because they did not receive information, advice and guidance to help them make informed career choices until Year 11. Students were not provided with an education which actively promoted fundamental British values.
- In its action plan the school indicated that it would provide policies, plans and schemes of work for each area of the curriculum. The school intended to review the curriculum offered and provide a more balanced timetable. This would include additional lessons on creative and aesthetic learning. Additional time would be allocated to the teaching of English, mathematics, personal, social and health education and physical education.
- As a result of implementing its action plan, the school has made some improvements to the curriculum offered and put a new timetable into practice. All students are provided with drama, art and technology lessons using staff from a local arts centre. These are held at the school and at the centre on a weekly basis. Additional teaching time has been allocated to English and mathematics. Students receive lessons on how to keep safe and make informed choices and are taught about the risks of extremism and radicalisation. New schemes of work for personal, social and health education are being implemented and visits from speakers of other faiths and backgrounds have been arranged. Some students have made visits to places of cultural interest this term, such as the Houses of Parliament. Displays throughout the school demonstrate an appreciation of other views and opinions. Some actions identified by the school have not been fully implemented. A new curriculum policy has been drafted but this is not detailed or complete. Plans and schemes of work are 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 are being implemented consistently. The careers guidance offered to students does not

meet the requirements. The school still does not meet all the regulations for this part.

Teaching and assessment

- At the last inspection, teaching was judged as inadequate because pupils did not make good progress according to their abilities. Lessons were not well planned and work was not matched to the range of students' needs, particularly those of higher ability. No provision was in place for developing students' creative skills. Resources were of poor quality and did not help students to learn. Teachers did not mark work thoroughly, assess students' work accurately or check that their expectations were high enough. Students did not always listen and sometimes lost interest in their work when teaching was weak.
- In its action plan, the school undertook to offer additional training to staff on planning effective lessons. Lessons were to be monitored more regularly and feedback given to teachers to help them improve. The school intended to create a shared lesson planning format to help teachers write detailed lesson plans. New teaching resources were to be purchased. Students' attainment was to be recorded and monitored as an indicator of improved teaching and learning every half term.
- Students are now increasingly engaged with their learning as a result of improvements to the quality of teaching and a more varied timetable. Additional resources have been provided and work is displayed attractively in classes and corridors. However, some regulations are still unmet. The quality of teaching remains too variable across subjects and teachers. Planning is also of a variable quality despite the new format being used. Teachers are not able to accurately assess the progress students make in most subjects. In many cases their expectations are unrealistic or targets set have already been achieved by students. Assessment information is incomplete and missing entirely for English. Assessment tracking information is based on inaccurate assessments so it is not possible to establish how much progress students are actually making over time. The regulations regarding the quality of teaching and assessment are still not met.

Spiritual, moral, social and cultural development

- The previous inspection found that leaders lacked systems for checking that staff did not promote partisan political views or that students received a balance of opposing views. Plans and schemes of work did not actively promote British values and students were not taught about public institutions and services. Students had limited opportunities for taking responsibility or making choices within the school. Opportunities for them to work outside the school or make a contribution to the wider community were not provided.
- In its action plan the school undertook to review their policies and provide additional training to staff to raise awareness of these matters. Leaders were to undertake additional monitoring of planning and lessons to ensure British values were being promoted across the school and teachers offered a balance of different views and opinions. A programme of assemblies, displays, lessons and extra-curricular activities would be used to promote British values. A student council was to be established and students given opportunities to work with local charitable organisations.
- With the exception of one regulation, all the standards for this part are now met and the improvements in the action plan have been implemented. Staff and students have an improved understanding of British values as a result of the actions taken by the school. Students speak enthusiastically about visits and trips which have taken place this term. The school is still seeking to provide opportunities for students to accept responsibility, show initiative and contribute positively to others, as the proposed links with a charity project have not been initiated. This requirement is still not met.

Welfare, health and safety

- At the time of the last inspection, leaders were not ensuring that new staff were properly inducted as they were not made aware of the child protection policy or the procedures to follow if they had concerns. The child protection policy did not identify what actions to take if staff had concerns about the behaviour of the headteacher. The designated person for child protection was not aware that he held this role. Health and safety procedures were not being followed. For example, security arrangements for the building were inadequate and allowed unchallenged access to the school premises by members of the public. Arrangements for storing chemicals in the science room were unsafe and fire precautions in this room were inadequate.
- In its action plan the school undertook to improve the induction pack for new teachers, review the child protection policy and provide further child protection training to all staff. The school planned to produce a full and effective policy on health and safety and provide staff with additional training to ensure that it was fully implemented. They intended to review all fire safety regulations and ensure that they were complied with.
- Arrangements for safeguarding and promoting the welfare of students are still not secure and these standards are still unmet. The child protection policy has been reviewed since the inspection; however it has not been improved sufficiently. It does not take account of the latest guidance from *'Keeping Children Safe in Education'* (April 2014). It still does not identify what actions staff should take if they have a concern about the headteacher. Neither does it link with other safeguarding policies or cover explicit risks, such as e-safety or cyberbullying. Staff did receive additional child protection training this year but it is unclear who attended this or who provided it. The single central record of employment checks is missing key information because some statutory employment checks have not been recorded on it. Checks have not been completed for a new member of staff. Unchecked staff and a volunteer teacher are teaching at the school without direct supervision or a risk assessment in place.
- The school has ensured that improved health and safety procedures are in place and these regulations are now met. The site is now secure with no access from the neighbouring café. Staff have been made aware of the new safety precautions and procedures to be used in the science room. As a result, chemicals are stored in a locked cupboard and the room is secured when not in use. A new, accessible, gas isolation switch has been installed and additional fire extinguishers placed in this room.

Premises and accommodation

- The inspection in October found that the school building did not provide appropriate changing and showering facilities for students. The facilities provided for the medical examination and treatment of students, and for the short-term care of those who were unwell, did not meet requirements. The maintenance of the building was inadequate and posed a risk to students' welfare. Electrical sockets were damaged and there were trip hazards.
- Building works to provide showers, changing rooms and a new medical room are taking place but are not yet completed. These standards therefore are still unmet. Significant improvements have been made to the premises and safety concerns have been addressed to allow the associated standard to be met. Internal flooring and decorations have been renewed and electrical fittings are now secure. All windows have been replaced with double-glazed units. Health and safety requirements for the premises are now met.

Information for parents

- Not all the required information was previously made available to parents, including details about the school's academic performance in the preceding school year.
- Parents are still not provided with the required information, such as the results of GCSE examinations taken last year. The website has not been updated and is missing other key information such as information about the proprietors and the governing body. This standard is, therefore, still unmet.

Quality of leadership and management

- The standards for leadership and management are not met because not all the actions identified within the school's plan have been carried out and many independent school standards are still unmet.
- Leaders are not actively promoting the well-being of students because the single central register is incomplete, required checks on staff have not been carried out and unchecked staff and volunteers are not appropriately supervised. This places students at risk.

Compliance with regulatory requirements

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

- The school should ensure that there is a written policy on the curriculum, supported by appropriate plans and schemes of work, which are implemented effectively (paragraphs 2(1), 2(1)(a)).
- The school should 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 plan (paragraph 2(1)(b)(i)).
- The school should ensure that the written policy, plans and schemes of work do not undermine 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 2(1)(b)(ii)).
- The school should ensure that pupils receiving secondary education have access to accurate, up-to-date careers guidance that is presented in an impartial manner; enables them to make informed choices about a broad range of careers options; and helps to encourage them to fulfil their potential (paragraphs 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)).
- The school should ensure that the curriculum provides all pupils with the opportunity to learn and make progress (paragraph 2(2)(h)).
- The school should ensure that the curriculum provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2)(i)).
- The school should 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)).
- The school should ensure that teaching at the school involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3(c)).
- The school should 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(d)).
- The school should 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(g)).
- The school should ensure that pupils are encouraged 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 (paragraphs 5, 5(b)(iii)).
- The school should ensure that 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 (paragraphs 7, 7(a) and 7(b)).
- The school should provide changing accommodation and showers for pupils aged 11 years or over at the start of the school year who receive physical education (paragraphs 23(1), 23(1)(c)).
- The school should 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 (paragraphs 24, 24(1)(a)).

- The school should 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 24(1)(b)).
- The school should 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), 32(1)(e), 32(3)(j)).
- The school must ensure that particulars of the arrangements for meeting the standard contained in paragraph 7 (as above) are published on the school's internet website or, where no such website exists, are provided to parents on request (paragraph 32(1) (c)).
- The school must ensure that a copy of the report of the inspection is published and maintained on the school's internet website (paragraph 32 (1) (d)).
- The school should 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, fulfil their responsibilities effectively so that the independent school standards are met consistently and actively promote the well-being of pupils (paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)).

Inspection team

Lesley Cox, Lead inspector

Her Majesty's 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 was last inspected in October 2014, when the overall effectiveness of the school was judged to be inadequate. |

School details

Unique reference number	136129
Inspection number	463623
DfE registration number	211/6398
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	91
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)	£3,000
Telephone number	020 7539 1582
Email address	hammad.ahmed@ebrahimacademy.org.uk

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