

# Hafs Academy

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

## Inspection date

13 April 2016

## Overall outcome

**Independent school standards not met**

## Context of the inspection

- This inspection was undertaken at the request of the registering authority for independent schools. The main purpose was to check on the progress made by the school in meeting standards considered unmet at the time of a material change inspection in June 2015. These unmet standards were within parts 1, 3, 5 and 8 of the regulations.
- Following the material change inspection, the school was asked to submit an action plan to explain how unmet standards would be tackled. The school provided an action plan but this was evaluated as requiring improvement by Ofsted in September 2015.
- The school indicated in its action plan that it was no longer considering the use of premises at Boscobel Street as part of its plans to extend provision to include key stage 4 pupils. The registering authority asked inspectors to check whether these premises were used by the school and to check the ages of pupils currently attending the school.
- The inspection was carried out with one day's notice.

## Main findings

### Quality of education provided

- At the time of the last inspection, schemes of work did not meet the standards required. Pupils' work indicated that schemes of work were not being implemented effectively. The curriculum policy was incomplete. The provision for pupils' creative and aesthetic learning did not meet the requirements of the standard. A lack of practical activities in science limited pupils' progress. There were also limitations to the physical education curriculum. History was not being taught at key stage 3. Careers guidance was not effective enough to enable pupils to make informed choices about their future education or careers. Leaders were not tracking the achievement of pupils and were not checking on the performance of different groups.
- Leaders have addressed shortcomings in their curriculum planning so that schemes of work are now appropriate. They align to the school's updated curriculum policy. Curriculum plans detail the learning that is expected to take place in each of the subjects provided in key stages 2 and 3, including history, and follow a logical sequence. The implementation of the curriculum in some areas of learning continues to pay too little heed to the starting points of pupils. There are also some remaining gaps in provision for the development of pupils' aptitudes. For example, in science, although improvements have been made to the curriculum, there is still insufficient opportunity for pupils to develop their investigative and research skills. In physical education, the leader's carefully considered plans to extend the curriculum by using a local sports centre to provide swimming and racquet sports await implementation.
- Leaders have taken action to ensure that the curriculum is supported by appropriate and enriching experiences, including trips. This development has provided pupils with opportunities to learn about a range of cultures and become better informed about topical issues such as sexual exploitation. Pupils are enthusiastic about the experiences they have enjoyed in lessons and on trips. Visits to a gurdwara and a synagogue have left their mark on pupils' understanding of faiths other than their own.

- The recruitment of specialist teachers has improved the quality of education provided. It has raised the bar on the expectations of outcomes for pupils, particularly in art and physical education. However, medium-term curriculum planning continues to not pay heed to pupils' different starting points and progression, despite a robust system of assessment and progress tracking now in place. Opportunities to develop pupils' practical skills in some areas of learning, particularly in science and music, remain limited. Consequently, pupils are not best prepared for GCSE studies.
- Leaders recognise that further work is required to ensure that teaching matches the high expectations of their plans. The impact of training provided is apparent in some teachers' use of the assessment policy. However, further training is planned and necessary in order to improve the consistency of teaching, learning and assessment across all subjects and year groups.
- Leaders have invested in a range of resources aimed at supporting learning, including lesson-based resources and a new assessment system. They recognise that there remains a gap between what is expected and how teachers are currently using those tools. For example, teachers are not consistently using assessment information to plan for the pupils' needs in lessons and so pupils' progress is limited, particularly for the most-able.
- Leaders have planned for the provisions of a careers curriculum as part of the school's timetabled personal, social, health and economic education programme. This is due to be developed further in the summer term. Leaders plan to support pupils in Year 9 with their GCSE options. They have limited plans to support pupils' transition to other schools at the end of the current year. Leaders are ambitious for their pupils and are realistic about what further work needs to be done in order to support pupils through high-quality, impartial advice and guidance. However, because the plans have not yet been fully implemented, the impact of this work is yet to be felt by all pupils and there is wide variation in their potential to make informed decisions about their futures. Therefore this aspect of the standards remains unmet.

### **Welfare, health and safety of pupils**

- At the time of the last inspection, the safeguarding policy did not meet the requirements of the standards. The health and safety policy and that for first aid were not implemented effectively. The arrangements for fire safety did not meet the requirements of the relevant regulations. Sanctions imposed for unacceptable behaviour were not aligned with the procedures set out in the behaviour policy. Procedures to assess risks did not meet requirements.
- The safeguarding policy has been reviewed and updated. It now reflects the current guidance provided by the Secretary of State and includes appropriate guidance on how to pursue and communicate a concern. Staff have been given the opportunity to learn the principles of the policy and are expected to confirm that they have read and understood it. The development of the safeguarding policy has been underpinned by carefully considered additional training. This has included work on risks posed by extremism and radicalisation. Leaders have provided training and support which has strengthened the school's capacity to safeguard pupils from a wider range of risks. The role of the local authority designated officer is more securely understood. The policy and its implementation now meet the requirements of the standard.
- The rewards and sanctions identified in the updated behaviour policy are more effectively communicated and are implemented consistently by all staff. Pupils say that behaviour is good and any concerns are dealt with promptly and fairly by staff. Instances of unacceptable behaviour are recorded in a timely and systematic manner, although information about what leaders do to follow up these incidents lacks detail. The policy and its implementation are now sufficient to meet the requirements of the standards.
- The premises at Maryland Road and Maryland Square are assessed for risk in a thorough manner. Records of these assessments set out the steps leaders have taken to identify risks. Defects are identified and action is taken to rectify them. Those responsible for completing and monitoring risk assessments have received training aimed at helping them undertake this work effectively. Visits off the school premises, including to the outdoor play areas in nearby public spaces, are assessed thoroughly for risk. The procedures now meet the requirements of the standards.

- First aid supplies are now kept in secure cupboards. The updated policy clearly identifies those responsible for replenishing equipment and checking that it remains secure. The shortcomings in the implementation of the first aid policy have been successfully rectified and the relevant standard is now met.
- The proprietor has ensured that the health and safety policy has been reconsidered and implemented effectively. Procedures to check on the premises and communicate expectations for supervision and vigilance are well understood and carried out so that the standards related to health and safety are now met. The proprietor no longer intends to use the premises at Boscobel Street and therefore the shortcomings found at the previous inspection related to these premises are no longer relevant.
- Since the last inspection, the proprietor has commissioned a fire safety company to carry out a fire risk assessment of both premises each term. Two such assessments have been completed and documented, and any recommendations acted on. Evacuation procedures at both sites have been carried out in the current school year and recorded, including information about any lessons learned from these. Fire alarm systems are checked every week and other equipment is checked routinely. The defects identified in fire exits identified at the last inspection have been rectified. Classrooms include comprehensible evacuation information and exit routes are clearly marked. The arrangements now meet the requirements of the standards.

### **Premises of and accommodation at schools**

- At the time of the last inspection, the shower and changing facilities did not meet the requirements of the independent school standards. The arrangements for outdoor play and other outdoor activities at the Maryland Road site also did not meet the requirements of the standards.
- The previous inspection identified a number of unmet standards in relation to the proposed premises at Boscobel Street in the Edgware area of north-west London. The proprietor was intending to accommodate pupils at this site as part of the material change request. Subsequently, the proprietor has decided not to use these premises for pupils. Inspectors visited the Boscobel Street premises during this inspection. They could find no evidence that the premises were being used for the work of the school related to pupils. The proprietor is now intending to accommodate additional pupils at the premises in Maryland Square. These premises are already in use by key stage 2 and Year 9 pupils. Their use was recommended in a previous material change inspection. During this inspection, the premises at Maryland Road and Maryland Square were considered.
- Leaders have installed additional showers and provided changing facilities at both premises. These meet the requirements of the standards. However, the size of the changing areas and the number of showers available means that pupils take longer to prepare for and change from physical education lessons than is ideal. Teachers are effective at managing this process and pupils say that they feel comfortable with the arrangements.
- There is an outdoor play area at the Maryland Square site which meets the requirements of the standards. It is well maintained and large enough to accommodate the numbers of pupils for which it is intended. However, the area is featureless and bland. It would benefit from further development to support the personal and social development of the pupils who use it, particularly those in key stage 2. Other pupils are taken to a nearby public play area for outdoor recreation. The risk assessment processes for this are detailed and thorough. Pupils say they enjoy using this space and understand the steps which staff take to safeguard them when they use it.
- The improvements made to the implementation of health and safety policy have ensured that the premises at both sites are maintained to a standard which meets the requirements of the regulations. Leaders recognise the need to carry out further adaptations to prepare the premises at Maryland Square before they are able to extend the number and age range of pupils attending this site.

## Quality of leadership in and management of schools

- At the time of the last inspection, the proprietor had not ensured that school leaders and managers were using their skills and knowledge to ensure that the independent schools standards were being met. The proprietor proposed the use of premises as part of the material change which did not meet the requirements of the independent school standards. Since the last material change inspection, the proprietor has reconsidered the accommodation proposed for the expansion to key stage 4.
- School leaders have an outline plan for how the premises at Maryland Square will be adapted to accommodate pupils should the material change be granted. However, these proposals are not set out in detail and some of the practical aspects of the extension of the number of pupils to these premises have not been considered fully.
- Governors of the trust and the school's leaders are highly ambitious in their plans for the school and are not complacent in their evaluation of progress to date. Appropriate recruitment and a refinement of leadership roles have allowed them to plan and evaluate progress more accurately. Leaders evaluate the quality of teaching accurately. They have identified a suitable range of training to support the improvement of the quality of teaching. Leaders have also made significant progress in developing the curriculum. They have successfully tackled the concerns related to the premises and the welfare of pupils identified at the previous inspection. Their work to actively promote the well-being of pupils meets the requirements of the standards. However, some of the independent school standards related to the quality of education provided remain unmet.

## Compliance with regulatory requirements

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

- The proprietor ensures that a written policy on the curriculum, supported by appropriate 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 proprietor ensures that, for pupils receiving secondary education, access to accurate, up-to-date careers guidance is provided that enables them to make informed choices about a broad range of career options (Paragraph 2(2)(e)(ii)).
- The proprietor ensures that the 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 (Paragraph 3(a)).
- The proprietor ensures that the teaching at the school shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons (Paragraph 3d).
- The proprietor ensures that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge so that the independent school standards are met consistently (Paragraph 34(1)(a)).
- The proprietor ensures that persons with leadership and management responsibilities at the school fulfil their responsibilities effectively so that the independent school standards are met consistently (Paragraph 34(1)(b)).

## Inspection team

Andrew Wright, lead inspector

Her Majesty's Inspector

Matt Tiplin

Her Majesty's Inspector

## Information about this school

- Hafs Academy is an independent day school located in the Maryland area of Stratford, East London. The school opened in September 2012 and initially offered places for boys between the ages of 11 and 14 years. Following a successful application for a material change, the school extended its provision in September 2015 to include boys and girls between the ages of 7 and 11 years.
- The school currently occupies two premises. One is based in a former industrial unit in Maryland Road. The other premises is a former college situated in Maryland Square, a short walk from the Maryland Road site.
- All pupils attend full time. The school is currently registered to offer places to 240 pupils, though there are currently 165 pupils on roll. None of the pupils have an education, health and plan or a statement of special educational needs. Most are of a Bangladeshi heritage and nearly all speak English as their first language.
- In June 2015, an inspection by Ofsted resulted in a further request to extend provision to include pupils up to the age of 16 not being recommended. The request at the time involved the use of a third premises situated in Boscobel Street in the Edgware district of north-west London. The proprietors have subsequently withdrawn plans to use these premises in their extension proposals. However, they continue to wish to pursue expansion, but using an alternative accommodation plan involving the two sites already in use.

## School details

<b>Unique reference number</b>	138801
<b>Inspection number</b>	10010501
<b>DfE registration number</b>	316/6002

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.

<b>Type of school</b>	Muslim day school
<b>School status</b>	Independent school
<b>Age range of pupils</b>	7–14
<b>Gender of pupils</b>	Mixed in key stage 2, boys in key stage 3
<b>Number of pupils on the school roll</b>	165
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Hafs Academy
<b>Chair</b>	Muhammed Mujeeb Rahman
<b>Headteacher</b>	Jamil Ahmed
<b>Date of previous school inspection</b>	17 June 2015
<b>Annual fees (day pupils)</b>	£2,600
<b>Telephone number</b>	020 8555 4260
<b>Email address</b>	<a href="mailto:info@hafsacademy.org.uk">info@hafsacademy.org.uk</a>

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