

Advance Education

Unit 5, Unimix House, Abbey Road, Park Royal, London NW10 7TR

Inspection dates

24–26 April 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and trustees have not ensured that all of the independent school standards are met.
- Trustees have only recently begun to ask for more information to help them hold leaders to account for the quality of teaching, learning and assessment. Systems are not yet in place for them to consider the performance of the headteacher.
- Since the school opened in September 2017, turbulence in staffing has contributed to the inconsistencies seen in the quality of teaching between classes and pupils' outcomes.
- Some teachers lack the knowledge and skills required to ensure that pupils learn consistently well. There is not enough good or outstanding teaching across the curriculum to ensure that pupils deepen their knowledge.
- Teachers' understanding of what pupils can do, or need to learn next, is sometimes inaccurate or based on a narrow overview of what pupils know and can do.
- The early years provision requires improvement. The outdoor area has limited resources and children do not get enough opportunity for purposeful play.

The school has the following strengths

- Trustees, leaders and teachers have shown a strong commitment to establishing a consistent approach to keeping children safe. As a result, safeguarding arrangements are effective.
- The headteacher, staff and trustees have focused on ensuring a culture of respect for all. As a result, pupils behave well and have a good understanding of right and wrong.
- Leaders have ensured that the curriculum is appropriately planned and provides a broad range of learning experiences for pupils. It promotes pupils' spiritual, moral, social and cultural development well, suitably preparing them for life in modern Britain.
- The school develops positive partnerships with families. Parents are supportive and pupils' attendance is good.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - making sure that teaching is consistently good or better across all year groups and in all subjects, including the early years
 - ensuring that effective systems are in place to enable trustees to challenge and support leaders, holding them to account for the quality of teaching and pupil outcomes.
- Improve the quality of teaching and learning by:
 - ensuring that teachers provide opportunities across the curriculum which support pupils in deepening their knowledge
 - securing greater accuracy in the assessments of pupils' learning to inform teaching effectively in all year groups.
- The school must meet the independent school standards, as set out in the annex of this report.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the pre-registration inspection in October 2016, trustees from the charity Advance Education have overseen the setting-up of this new primary school. Leaders and trustees have been open about the challenges faced in setting up the provision and securing staffing. Initial numbers and demand for provision from the many home-schooled pupils within the locality was greater than the charity had originally anticipated.
- Since opening in September 2017, leaders have concentrated their focus on pupils' welfare and safety and effective staff induction. A more systematic approach to collecting assessment information about pupils' performance has been introduced, using a range of standardised tests. This is enabling leaders to begin to identify how well pupils are attaining in line with national curriculum age-expectations. However, systems are not yet in place to use this and other information to hold leaders and staff to account for the quality of teaching, learning and assessment, or to moderate judgements more widely by making comparisons beyond the school. Consequently, variability remains in the quality of teaching, learning and assessment.
- Though the few unmet independent standards are easily rectified and do not have a serious impact on pupils' welfare, health and safety, leaders have not ensured that all aspects of the independent school standards are met in full. Standards relating to leadership and management, pupil registration, the premises and accommodation, and the provision of information are not met.
- Safeguarding at the school is effective. However, though the school keeps details of all admissions and leavers, this information has not been included in the school's admissions register. Despite this omission, leaders take prompt action when a pupil leaves the school, tracking which school the pupil has moved to, and immediately referring any concern to the local authority.
- School leaders have ensured that, though there are currently no pupils on site who have an education, health and care (EHC) plan, a statement regarding the school's provision is in place and published on the website. Leaders have also ensured that a statement regarding the school's provision for those pupils who speak English as an additional language is in place. However, at the time of the inspection, this information was not readily available to parents or published on the school's website.
- On the whole, leaders have ensured that the school is clean and maintained in line with the independent school standards. Although there are no suitable water taps for children to drink from, leaders have ensured an adequate supply of drinking water. Pupils bring their own water bottles into school daily, and these can be topped up from two fresh water dispensers located on site.
- Suitable resources are provided, including computing, audio and visual resources, to support pupils' learning. Suitable risk assessments are in place for physical education (PE) and sport and the use of a nearby park to provide additional play space. All standards relating to the quality of education provided, the spiritual, moral, social and cultural development of pupils, the suitability of staff, supply staff and proprietors, and the manner in which complaints are handled are met in full.

- However, although external lighting is in place at the front of the site, it was broken and not working at the time of the inspection. Leaders acknowledged that they have been totally reliant on the lighting from the nearby streetlights and adjacent premises and that suitable lighting needs to be in place. Consequently, the standard relating to providing external lighting to ensure safe entry and exit from the school remains unmet.
- The school has a caring and supportive ethos. From day one, the headteacher and trustees have created a culture of care, where a clear message prevails that all are valued regardless of background, race, religion or lifestyle. Consequently, pupils express strongly that all views should be respected.
- The headteacher inspires confidence in her staff. Over the past two terms, improvements are evident wherever there has been a specific focus and drive for improvement, for example in linking age-appropriate assessments to current schemes of work. Leaders are establishing clearer whole-school systems. These systems ensure that all teachers plan for the coverage of a broad range of curriculum areas, and assess accurately the knowledge that pupils have acquired.
- The broad and balanced curriculum on offer supports teachers' planning to promote pupils' spiritual, moral, social and cultural development well. Teachers plan, and take opportunities that arise in lessons, to remind pupils about the importance of tolerance, understanding and respect for people's differences. Teachers are quick to challenge any instances of prejudice. As a result, pupils are considerate and thoughtful to others. They accept differences and are respectful of all people. This prepares them well for life in modern Britain. Pupils can talk about the importance of laws in ensuring fairness and justice for all.
- Leaders are quick to address areas that need improvement when they are brought to their attention. During the inspection, the headteacher swiftly addressed some concerns the inspection team had identified on site.
- Parents and carers are highly appreciative of the school's work. One parent commented that since attending the school 'my children have become confident, determined and very happy'. The vast majority of pupils join the school having previously been home-schooled. Parents spoken to were particularly complimentary about the support provided by teachers and the dedication of the headteacher. Parents value the opportunity to send their children to a school with a strong Islamic ethos.

Governance

- The trustees demonstrate a clear commitment to the achievement and well-being of pupils at the school. Trustees, leaders and teachers are determined that pupils will contribute positively to the local and wider community. To this end, they work well with staff and with parents, promoting effectively tolerance, understanding and respect for all religions, cultures and peoples within British society.
- The trustees have ensured that an appropriate accessibility plan is in place that meets the requirements of the Equality Act 2010.

Safeguarding

- The arrangements for safeguarding are effective. Leaders have ensured that staff are aware of the latest statutory guidance and that a suitable safeguarding policy is available to parents. This policy is published on the school's website.

- The headteacher and trustees have ensured that all appropriate checks are in place for the recruitment of staff. A single central record of checks is in place and meets requirements.
- Systems for induction, and regular safeguarding updates and training, provide staff with the appropriate knowledge to keep pupils safe. Consequently staff are well aware of the different risks posed to pupils, including the risks associated with extremism.

Quality of teaching, learning and assessment

Requires improvement

- Teachers' understanding of what pupils are capable of, or need to learn next, is sometimes inaccurate or based on a limited assessment of what pupils know and can do. Consequently, suitable opportunities are not provided for pupils to deepen their knowledge further across all curriculum areas.
- Teaching does not consistently meet the needs of the most able pupils. Though there is good coverage of factual knowledge and skills, current work in books shows that there are insufficient opportunities for the most able pupils to extend their learning and develop a deep understanding of what is being taught. For example, in writing, pupils spend a lot of time practising grammar, punctuation and spelling but have fewer opportunities to apply their learning in a range of contexts and across the curriculum.
- Lessons proceed smoothly and swiftly when teachers explain tasks clearly and where learning is closely matched to pupils' abilities. Teachers try hard to make lessons interesting and use the available resources to motivate pupils.
- Mathematics is taught well overall, with tasks that meet the needs and interests of most learners. The work in pupils' books indicates that pupils develop well their basic mathematical skills in such areas as fractions and shape, space and measure. However there are fewer opportunities for pupils to develop their reasoning skills to deepen their mathematical understanding.
- Phonics is taught well at key stage 1. Pupils use their sounds effectively to read and spell unfamiliar words. In key stage 2 pupils read with increasing confidence and fluency. However, on occasion, pupils lack understanding when reading texts or their work in class, limiting opportunities to develop further and extend their inference skills.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident and happy at the school. They say that incidents of poor behaviour and bullying are rare and dealt with well, should they occur.
- Pupils have a well-developed understanding of how aspects of their faith relate to wider values. They are respectful of people of other faiths and cultures because they have been taught to understand and appreciate them. Pupils' learning is further enhanced by the many opportunities provided to visit local places of worship.
- Pupils demonstrate a good knowledge of how to stay safe online. They are taught this

well through their use of technology.

- Pupils are proud of their school. Pupils spoke enthusiastically about the trips and opportunities provided, like archery and horse riding, which help them develop in confidence and keep them fit. They know that exercise, healthy food and a balanced diet are important for a healthy body and mind.

Behaviour

- The behaviour of pupils is good. Pupils know how to behave, both in lessons and around the school, resulting in a purposeful atmosphere.
- During social time, pupils behave well, despite the few resources available outside to play with. Together they chat happily, share ideas and make up their own games.
- Pupils enjoy going to school, and this is reflected in their good attendance and punctuality. They arrive on time, lining up swiftly and joining in enthusiastically with the daily chanting of times-tables in the hall. Even the youngest Reception children were seen joining in eagerly with the rest of the school.

Outcomes for pupils

Requires improvement

- As current pupils have not yet completed their first year at the school, there are no available end-of-year outcomes. The school has submitted its intention to take part in the 2018 national key stages 1 and 2 assessment arrangements for pupils currently in Years 2 and 6.
- Overall, progress is variable across the school. This is a result of inconsistent teaching. Since September, over half the classes have had two or more class teachers in two terms, some significantly more. The high staff turnover across the school has contributed to variations in pupils' progress over time.
- Leaders' clear expectations for planning and marking are supporting teachers who are new to the school in delivering learning in line with pupils' age-related expectations. However, a few teachers are not always clear about the intended learning, or do not take into account pupils' different starting points, focusing too much on the completion of a task.
- Following set assessments, teachers are planning work at different levels of difficulty. Nevertheless, pupils' books and inspectors' observations of learning within lessons show that tasks in a few classes are still too difficult for some pupils and too easy for others. Consequently, these pupils do not make the strong progress they should, and their learning slows.
- In subjects other than English and mathematics, pupils' progress is variable. Where a teacher's subject knowledge is not strong, particularly in science, this is contributing to pupils' slower progress.
- Some pupils make strong progress in developing their reading and number skills. However, while pupils show they are able to use their phonic skills to read words, some do not understand what they are reading. In learning number, though many show a particularly strong understanding of calculation, fewer opportunities are offered to deepen

and apply this understanding in different contexts.

Early years provision

Requires improvement

- The early years provision requires improvement because children do not make good progress in all areas of learning. In the outdoor area, the lack of suitable resources limits the opportunities children have to consolidate their learning by practising their developing skills through exploration and play.
- Children currently in the Reception class are making stronger progress in some areas of learning. For example, the good teaching of number, phonics and writing skills is enabling children to make rapid gains in these areas. However, fewer opportunities are available to enable children to practise and apply these skills in less formal situations across the early years curriculum in order to build a deeper understanding.
- A system for tracking children's progress against all seven areas of the early years foundation stage is in place. The teacher in the setting is capturing evidence of children's learning in Reception and this is providing a record of the journey of each child. However, the range of children's learning, captured in their individual learning journeys, is mainly focused on the development of number and literacy skills. This is inhibiting adults from demonstrating effectively children's progress in a broader range of areas. Despite this, children are increasingly well prepared for the demands of Year 1.
- Strong relationships and regular systems and routines are ensuring that children, including recent arrivals, settle quickly into the Reception class. Children enjoy learning inside the classroom and talk confidently with adults.
- Children show good behaviour in the early years. They cooperate well and behave sensibly. Teachers have established good routines and children are clear about teachers' expectations.
- There are no figures available for the proportion of children achieving a good level of development as the current Reception Year is the school's first early years cohort.
- In school, assessments show the vast majority of children join the early years with skills broadly in line with, or above, age-related expectations. Children were seen working well independently and demonstrating good levels of concentration. Many can count in twos, fives, threes, tens and elevens, and are able to read and spell with confidence, spotting familiar spelling patterns in words.
- Safeguarding in the early years is effective. Children are well cared for, and safeguarding systems are secure. The early years leader has ensured that the setting meets all the statutory requirements for the early years foundation stage. The few unmet independent school standards identified for the main school apply equally to the early years.

School details

Unique reference number	143640
DfE registration number	304/6004
Inspection number	10041410

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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	Other independent school
School category	Independent school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	136
Number of part-time pupils	None
Proprietor	Mrs Mujanet Daniah
Chair	Mr Mohummud Yousoof Dauhoo
Headteacher	Mrs Mujanet Daniah
Annual fees (day pupils)	£2,400
Telephone number	020 8838 3922
Website	www.advanceeducationcentre-london.co.uk
Email address	advance.education@hotmail.com

Information about this school

- Advance Education is a selective primary day school with an Islamic ethos. Admission is based on the successful completion of an entry assessment for pupils wishing to join in Years 1 to 6. The school aims to promote 'the intellectual, spiritual and moral elements needed through a nurturing environment and fully integrated curriculum to ensure that each child reaches his or her fullest potential and leads a healthy, productive life'.
- Advance Education primary school is run by the registered charity, Advance Education, which supports parents by providing part-time home tuition for children in north-west London. This part-time provision is separate from the school and did not form part of this inspection.
- The school opened in September 2017, primarily to meet the needs of families who were

familiar with the charity, were home-schooling their children, and who wished to engage with a school-based education. There are 136 pupils on roll, the vast majority of whom were home-schooled prior to joining the school.

- The school is located on the ground floor of a large, multi-storey commercial office block. There is one Reception class in the early years. All children attend the Reception class full time. In addition to the Reception class, there are six classes, one for each of the year groups from Years 1 to 6.
- The school runs a range of after-school clubs for those on the school roll.
- The school occupies a self-contained unit within the office block. It has access to a small, secure, outdoor play space at the front of the building. In addition to classrooms, facilities include a hall, a separate dining hall, a staff workspace and a library/computer suite. The school makes use of a nearby local park and sports centre for PE and sport, including swimming.
- There are no pupils who have special educational needs and/or disabilities, or who are supported by an EHC plan or a statement of educational need. There are no pupils entitled to additional government funding.
- The majority of pupils are of Black African heritage, with a number originating from Somalia. Many pupils are bilingual and fluent in English. None are at the early stages of speaking English as an additional language.
- The school's previous inspection was a pre-registration inspection which took place on 19 October 2016, when the provision was judged 'likely to meet all the independent school standards'.
- The school was first registered on 1 March 2017.
- This is the school's first standard inspection.

Information about this inspection

- Inspectors observed learning by visiting lessons in all classes, talking to pupils about their work, and scrutinising work in their books, in their learning journeys, and on display around the school. Some observations in lessons were completed jointly with senior leaders. A brief visit was made to one of the after-school clubs run by the school.
- Inspectors met formally with a group of pupils, and spoke with pupils informally throughout the inspection. Inspectors observed pupils at play, in the dining hall, and as they moved around the school. Inspectors also listened to pupils read and discussed their reading with them.
- Inspectors held meetings with school staff and a range of leaders, including those responsible for safeguarding, assessment and the leadership of the early years. Meetings were also held with a member of staff responsible for attendance and admissions. Inspectors met with two trustees, including the chair.
- The headteacher accompanied an inspector during a tour of the school site to check compliance with the independent school standards. Inspectors also scrutinised records of checks on the premises, including risk assessments and fire safety records.
- A range of documents was examined, including: leaders' self-evaluation of the school's effectiveness; curriculum policies and schemes of work; the school's assessment information; leaders' checks on the quality of teaching; and plans for improvement. The school's website, records relating to keeping children safe, and attendance and behaviour records were also scrutinised.
- Inspectors met informally with parents at the start of the school day, and took into account the 12 responses to Ofsted's online survey, Parent View, and the six free-text comments. An inspector also met with a group of staff and took account of the 12 responses to Ofsted's questionnaire for staff.
- The lead inspector was joined by one inspector on day two of the inspection and one inspector on day three.
- Ofsted was commissioned by the Department for Education (DfE) to undertake this standard inspection earlier in the cycle than previously planned. The inspection was commissioned due to concerns raised to the DfE that secondary pupils may have been admitted and to advise whether the school can accommodate a material change if this is the case.

Inspection team

Jean Thwaites, lead inspector	Her Majesty's Inspector
Andrew Wright	Her Majesty's Inspector
Liam Stevens	Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 3. Welfare, health and safety of pupils

- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.

Part 5. Premises of and accommodation at schools

- 27 The standard in this paragraph is met if the proprietor ensures that–
 - 27(b) external lighting is provided in order to ensure that people can safely enter and leave the school premises.

Part 6. Provision of information

- 32(3) The information specified in this sub-paragraph is
 - 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; and
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

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