

# Read Academy

34 Mansfield Road, Ilford, Essex IG1 3BD

## Inspection dates

20–22 February 2018

<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	<b>Inadequate</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Inadequate</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leadership and management are inadequate. Leaders have not ensured that all of the independent school standards are met.
- Leaders are operating outside of their registration agreement with the Department for Education without permission. For example, they have changed their premises, exceeded their maximum capacity and increased their age range from 5 to 11 to 0 to 16.
- Safeguarding is ineffective. As a result, pupils are at risk of potential harm.
- Leaders have not accurately identified the strengths and weaknesses of the school. As a result, appropriate action is not taken to improve the school.
- The early years provision is inadequate. Leaders have not ensured that all of the statutory requirements for the early years are met.
- The quality of teaching, learning and assessment and pupils' outcomes require improvement. Staff do not set work to meet pupils' needs because they do not use the assessment system accurately.
- Outcomes in reading are too low. Leaders do not ensure a consistent approach to the teaching of reading.

### The school has the following strengths

- Pupils behave well. They are polite and well-mannered. They show high levels of respect for one another and their teachers.
- Staff are dedicated and are keen to make improvements to their school.
- Leaders are committed to tackling swiftly the many areas for improvement. During the inspection they responded quickly to the concerns brought to their attention.

### 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 leadership and management to ensure that:
  - a review of leadership and governance is undertaken to ensure that there is capacity to make the necessary improvements
  - all the independent school standards are met
  - the school operates in accordance with its registration agreement
  - correct procedures are followed when recruiting staff and all staff understand that safeguarding is the responsibility of everybody
  - leaders accurately evaluate the strengths and weaknesses of the school, with key issues for improvement identified and acted upon.
- Improve the quality of teaching and pupils' outcomes by:
  - ensuring that lessons meet the needs of pupils, especially lower-ability pupils, so that they can make at least good progress
  - further embedding a consistent assessment system in order to provide accurate and reliable information that can inform teaching.
- Improve pupils' progress in reading by:
  - planning effectively for a consistent approach to the teaching of reading
  - ensuring that pupils read regularly, have books appropriate to their ability and know how to develop their reading skills.
- Ensure that the statutory requirements for the early years foundation stage are met.
- The school must meet the independent school standards, as set out in the annex of this report.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- The effectiveness of leadership and management is inadequate. This is because leaders have not ensured that all of the independent school standards are met.
- The proprietor, who is also the school's headteacher, has failed to request material changes to the school's registration agreement with the Department for Education. Instead, without permission, leaders have gone ahead and moved premises, admitted 97 pupils more than is allowed and increased the age range substantially. The proprietor acknowledges that this is unacceptable.
- One of the material changes has been to admit pupils beyond primary age. Provision for secondary pupils should include appropriate changing facilities and showers. These are not available.
- The headteacher has an inaccurate understanding of the school's strengths and areas for development. Priorities for improvement are not clear and staff do not know what they are. There is a lack of capacity to make the necessary improvements due to the headteacher being proprietor and having sole responsibility for governance.
- There is no system to manage the performance of staff or the headteacher. There are plans for teachers to access external training. However, this has not yet happened.
- Middle leaders are positive and eager to implement new changes for the better. They work effectively together and share good practice. They are keen to develop staff. Leaders are aware of the challenges that they have, given the size of and scope of their designated areas of leadership. They are in the early stages of seeking external advice, for example working with a local school.
- The headteacher is proud of his school and wants the best for pupils. Parents agree, and are overwhelmingly positive about leaders. Parents said that their children are happy. One parent said, 'I love how this school is keeping a very good balance between faith and society.' Parents feel that they can raise concerns and share opinions at any time, as leaders are approachable.
- All pupils have access to a broad curriculum. Pupils spoke positively about the curriculum and appreciate the variety of opportunities available to them. Since moving to the new site, areas of the curriculum now have devoted spaces. This includes a well-resourced computing room and science laboratory, which are used effectively.
- A range of extra-curricular activities enhances the curriculum, including martial arts, creative clubs and horse riding. In addition, pupils work with their community by litter-picking and raising funds to support the local food bank.
- The school has an inclusive approach and pupils respect each other's differences and are prepared for life in British society. Leaders are effective in encouraging pupils to respect other people, paying particular regard to those with protected characteristics. Pupils spoke knowledgeably about British institutions and different political parties.
- Spiritual, moral, social and cultural (SMSC) development is an integral part of the curriculum. Leaders have created an effective tracking system to ensure that the implementation is consistent. SMSC planning is evident throughout work produced by

pupils. For example, pupils in one year group discussed the morality of Scrooge's behaviour when comparing characters from novels by Charles Dickens.

## Governance

- There are no arrangements for governance.
- The proprietor/headteacher has sole responsibility for all aspects of the school.

## Safeguarding

- The arrangements for safeguarding are ineffective.
- Some of the required pre-employment checks on new staff are not completed.
- The school's safeguarding policy is available online but does not reflect the most recent statutory guidance, 'Keeping children safe in education' (September 2016). Not all staff are aware that safeguarding is their responsibility. There is limited evidence of leaders working with external agencies.
- Staff receive regular training on how to recognise the signs and symptoms of abuse. They can talk about what they would do if they had a concern. Staff training reflects some of the key statutory guidance, including in relation to 'Prevent'.
- Keeping safe is part of the school curriculum and pupils learn how to be safe, including online. Parents said that they believe that their children are safe in school and know how to keep themselves safe.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching, learning and assessment requires improvement because lessons do not always meet the needs of pupils. At times, lower-ability pupils do not have the support they need to be able to access learning.
- The assessment system reflects how well pupils have achieved. However, staff do not consistently use the system across year groups. As a result, information about pupils' prior learning is not used to match work effectively to pupils' needs to help them make better progress. Many pupils said that the work is too easy. This lack of challenge was evident in their work.
- Pupils' reading skills are not consistently well developed. The teaching of reading is not systematic. Books are often not well matched to pupils' abilities.
- In Islamic studies, teachers use questioning effectively. Questions are relevant to the ability level of individuals. During these lessons, texts used are appropriate to the needs of pupils. As a result, good progress is made.
- Positive working relationships between teachers and pupils support learning. Pupils are keen to please their teachers; they sit and listen well. Most teachers swiftly tackle misconceptions within lessons.
- In some lessons, teachers demonstrate a really good understanding of the subject. When this is the case, pupils make good progress.
- Parents said that they are kept well informed about their child's learning. Reports go

home to parents in the autumn term and at the end of each academic year. They contain appropriate detail about pupils' progress and attainment.

## Personal development, behaviour and welfare

## Inadequate

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate. This is because poor safeguarding procedures are putting pupils at potential risk of harm.
- Impartial careers advice is not available for older pupils.
- Medical logs and first aid logs are fit for purpose. Staff are made aware of incidents through the school's messaging system. However, it is not clear what information is shared with parents.
- Pupils know how to stay safe on their way to and from school. They also know how to be safe online, including in relation to cyber bullying. Pupils said that they feel safe in school and they know who to talk to if they have a concern.
- Pupils confidently spoke about personal, social and emotional development (PSE). Older pupils said that PSE lessons had helped them to develop their communication skills. Pupils in Year 3 learned how to develop emotionally when discussing how to deal with friendship issues. They also talked about recognising the signs of bullying and how to deal with issues should they arise.
- Bullying is rare. Pupils are confident that it is dealt with swiftly when it does happen.
- Pupils are aware of how to look after their health. They recognise the importance of healthy eating and exercise and the impact that this has on their heart.
- Pupils enjoy learning about other faiths and talk about the common thread of 'belonging'. A clear plan ensures a broad balance of religious education.
- Working relationships between staff and pupils are consistently positive. As a result, pupils are confident to share their ideas and they show respect for each other's views.
- Pupils respect the prefects who provide role models for them. They accept that prefects and school council representatives are elected democratically and aspire to achieve these roles.
- Pupils spoke about the importance of respecting others. They spoke about those who have protected characteristics with confidence. This was supported by the work in their books.

### Behaviour

- The behaviour of pupils requires improvement. Attendance and punctuality have fallen this year to below national averages. In some classes attendance is very low. These pupils are disadvantaged by poor attendance as they do not have the opportunity to catch up. Too many pupils arrive late for school.
- The class teacher logs incidents of misbehaviour. It is not clear what the school's action in response to the incident has been, or whether parents have been informed.
- Pupils behave well. Inappropriate behaviour is effectively managed by staff, who respond swiftly and consistently. Learning is not interrupted by inappropriate behaviour.

- Pupils are exceptionally polite and well-mannered. They treat each other and adults with respect.
- Routines and procedures are well established with clear expectations. As a result, pupils conduct themselves well at lunchtime, breaktimes and when moving around the building.

### Outcomes for pupils

### Requires improvement

- The progress pupils make from their different starting points is not consistent across year groups or subjects.
- Progress in writing is especially inconsistent, particularly for lower-ability pupils who make the same mistakes. Teachers do not identify misconceptions, for example regarding using a full stop in Year 2.
- The most able pupils make good progress in mathematics.
- Attainment and progress in reading is weak. Pupils do not read widely and regularly and many are below an appropriate standard for their age. Not all pupils have reading books appropriate to their ability level. There is no evidence that pupils regularly read with an adult or the teacher.
- Pupils are not consistently prepared for the next stage in their education.
- Pupils' reading skills are well developed in some year groups. Phonics teaching is sometimes effective. However, the approach to the daily teaching of reading is not consistent. The school's tracking system indicates that too many pupils are not reaching age-related standards in reading.
- The school reviews pupils' outcomes, based on test results, on a termly basis. This information is used to provide targets for individual pupils. This new system is in its early stages and as yet the impact is not evident.
- The school's tracking system shows that pupils achieve well in mathematics. This strong achievement is apparent in pupils' books, where at times progress is good. In mathematics there are a variety of activities and skill development is evident. Work is often tailored to meet the needs of individual pupils.
- Information on pupils' outcomes is limited, making it difficult to assess how much progress they are making. Information about pupils' attainment at the end of key stage 2 suggests that they do well. In 2016 and 2017, outcomes for pupils were above national expectations.

### Early years provision

### Inadequate

- The school has operated early years provision for children aged 0 to 5 for some time, without permission.
- The provision for early years is inadequate because not all of the statutory requirements are met. Safeguarding is not effective. The necessary vetting checks on staff working with children are not completed and this puts children at risk of potential harm.
- Leaders do not evaluate the effectiveness of the early years provision and therefore do not know the strengths and areas for development.

- Early years provision is across two sites. On one site, leaders do not acknowledge that safeguarding is the responsibility of everybody. Provision for children is not fit for purpose and necessary reports are not completed, for example the progress check for two- to three-year-olds. On this same site, work is not kept and progress is not evident. The learning environment does not reflect children's work. Paintings have been ripped from walls and left abandoned. This does not give a positive message to children that their work is valued. Children on this site are not prepared for the Year 1 curriculum.
- On the main site, children learn in a stimulating and effective learning environment. There are opportunities for children to develop writing and number skills in exciting and creative ways.
- On the main school site, children behave well. Clear systems and procedures are in place and children respond to teachers' instructions swiftly. Children have responsibilities and respond well to them. Additional adults support learning effectively.
- Parents said that their children are very happy in school. This is evident in the way that the children play together and are keen to please their teachers.
- Children benefit from trips to support learning. This was particularly evident following a trip to a transport museum. Work produced is of a high standard and children were keen to discuss the different forms of transport.
- Phonics is well taught and children use prior knowledge to tackle difficult words. Work is well matched to children's ability; this enables them to succeed.
- Systems are in place to track the progress that children make and this information is used to inform planning. This has been particularly successful in writing. The new initiative of writing 'super sentences' every morning is already having a positive impact on writing.
- On the main site, children are prepared well for the Year 1 curriculum.

## School details

Unique reference number	139826
DfE registration number	317/6000
Inspection number	10035810

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	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	157
Number of part-time pupils	None
Proprietor	Gulam Hussain
Headteacher	Gulam Hussain
Annual fees (day pupils)	£3,999
Telephone number	020 8554 9111
Website	<a href="http://www.readacademy.co.uk">www.readacademy.co.uk</a>
Email address	<a href="mailto:headteacher@readacademy.co.uk">headteacher@readacademy.co.uk</a>
Date of previous inspection	17–19 June 2014

## Information about this school

- Read Academy is an independent selective day school. All pupils are of Muslim faith.
- The headteacher is the proprietor and has sole responsibility for governance.
- The school is operating outside of its registration agreement. The proprietor has made multiple changes to the school without the relevant permissions from the Department for Education. These include the age range of pupils (the school is registered to admit pupils aged 5 to 11 but is admitting pupils aged 0 to 16), the maximum number of pupils (the school is registered to admit up to 60 pupils and has 157 on roll) and the premises.
- The early years provision consists of a Reception class and two nursery departments on different sites. There is one class in Year 1, Year 2, Year 4, Year 7, Year 8 and Year 10. There are two classes in Year 3. Years 5 and 6 are combined.



- There are currently no pupils who have special educational needs and/or disabilities.  
There are no pupils who speak English as an additional language.
- The school's last inspection was a full standard inspection in June 2014, when its overall effectiveness was judged to be good.
- The school does not use alternative provision for pupils.

## Information about this inspection

- Inspectors observed learning in 17 lessons. Some of these were joint observations with the headteacher.
- Inspectors observed pupils' behaviour and attitudes in classrooms, at breaktimes and at lunchtimes.
- Individual pupils and different groups of pupils spoke with inspectors to discuss their learning and views of the school. Inspectors listened to pupils read and discussed their reading with them. The inspectors also looked at samples of pupils' work across subjects and all year groups.
- Inspectors held meetings with school staff and a range of leaders, including those responsible for safeguarding. Inspectors also met with the headteacher to discuss governance.
- A range of documents was considered, including the school's improvement plan, self-evaluation documentation, information about pupils' progress and attendance, risk assessments and safeguarding arrangements. Inspectors also scrutinised the school's behaviour logs, first aid and medical logs.
- Inspectors took account of the views expressed in the 49 online responses to Ofsted's Parent View questionnaire, and contributions from parents who contacted Ofsted directly. They also gathered the views of several parents during informal meetings at the school.
- Inspectors took account of the views of 12 staff in response to the staff survey.

## Inspection team

Donna Chambers, lead inspector

Her Majesty's Inspector

Gerard Strong

Ofsted Inspector

## **Annex. Compliance with regulatory requirements**

### **The school must meet the following independent school standards**

#### **Part 1. Quality of education provided**

- 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that—
- 2(2)(e)(i) is presented in an impartial manner;
- 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
- 2(2)(e)(iii) helps to encourage them to fulfil their potential;
- 2(2)(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;

#### **Part 3. Welfare, health and safety of pupils**

- 7 The standard in this paragraph is met if the proprietor ensures that—
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 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.
- 18(2) The standard in this paragraph is met if—
  - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
- 18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.
- 20(6) The standard in this paragraph is met in relation to an individual ("MB"), not being the Chair of the school, who is a member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if—
  - 20(6)(a) MB—
  - 20(6)(a)(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act; and
  - 20(6)(a)(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made

under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;

- 20(6)(b) subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB-
    - 20(6)(b)(i) where relevant to the individual, an enhanced criminal record check;
    - 20(6)(b)(ii) checks confirming MB's identity and MB's right to work in the United Kingdom; and
    - 20(6)(b)(iii) where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB's suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State;
  - 20(6)(c) subject to sub-paragraph (8), where the Secretary of State makes a request for an enhanced criminal record check relating to MB countersigned by the Secretary of State to be made, such a check is made.
- 21(3) The information referred to in this sub-paragraph is—
- 21(3)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether—
    - 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
  - 21(3)(b) in relation to each member of staff ("S"), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.
- 21(7) The information referred to in this sub-paragraph is, in relation to each member of a body of persons named as the proprietor in post on 1st August 2007 who was appointed at any time before 1st May 2007—
- 21(7)(a) whether each check referred to in sub-paragraph (6) was made; and

## **Part 5. Premises of and accommodation at schools**

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that—
- 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.

## **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;
- 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
- 34(1)(c) actively promote the well-being of pupils.

### **Non-compliance with the statutory requirements of the Early Years Foundation Stage**

- 3.2 Providers do not complete the necessary checks to keep children safe
- 3.7 Providers do not have regard for 'Keeping children safe in education' 2016
- 3.14 Disqualification checks are not completed.

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