

Al-Furqaan Preparatory School

Drill Hall House, Bath Street, Dewsbury, West Yorkshire WF13 2JR

Inspection dates

26 March 2019

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(g)

- The inspection in June 2018 identified that teaching required improvement.
- Teachers were not setting work that accurately matched the needs of individual pupils as they were not using pupils' previous learning as a starting point.
- Teachers were not planning work for the most able pupils to offer them sufficient stretch and challenge, as often in class they were given the same work, and books confirmed this.
- Leaders were not making sure that the planned curriculum enabled pupils to make good progress from year to year in all subjects, as the monitoring in some subject areas (for example, science, history and geography) was not as strong as in English and mathematics.
- Pupils' progress and attainment in reading were less than in writing and mathematics. Leaders had put in place strategies to improve reading, such as daily reading strategies and support for parents. Despite this, improvements were too slow as some staff did not understand the processes involved in learning to read and leaders had not analysed why pupils' progress in reading was not good (for example comprehension skills or lack of vocabulary).
- The school's action plan was written in response to these weaknesses. It identified a number of planned actions to enable the tackling of these weaknesses and improvements to the monitoring of teaching and learning.
- Actions to be implemented included: planned staff training, for example staff visiting another school; a review of the school's curriculum; agreeing higher targets for the most able pupils, reading and comprehension tasks to be embedded in all subjects; weekly comprehension homework and establishing 'reading friends'.
- The action plan identified that school leaders would monitor and track pupils' progress in all subjects and hold half-termly meetings to check pupils' progress.
- This inspection identified that all actions had been implemented and were continuing. Staff have attended numerous training events and they and senior leaders have worked

closely with the local authority and other mainstream and independent schools. Consequently, the quality of education has improved quickly.

- Senior leaders have introduced the role of subject leaders. Staff with specialisms in particular subjects are now responsible for monitoring pupils' progress, the curriculum and the quality of teaching and learning in that subject. This means that there is clarity around the curriculum and progress in these subjects.
- Senior leaders have been supported by external consultants, the local authority and leaders from other schools in their monitoring and moderation of teaching and learning. They now have a very accurate picture of the quality of teaching and learning.
- Pupils' progress is now carefully monitored. Moderation exercises and standardised assessment schemes help senior leaders to make accurate assessments of pupils' progress from their starting points.
- In some classes, for example Year 6, teachers are highly skilled at meeting the needs of the most able pupils. They have higher expectations of what these pupils can achieve and pupils' work reflects a greater depth of learning. Senior leaders know that the needs of the most able pupils are not as well met in some other classes.
- Pupils' reading outcomes have improved and their progress and attainment levels are rising. Pupils read well and are encouraged to read more and make better use of the school library. Books that pupils read are well matched to their abilities.
- Pupils' progress in mathematics remains strong, although progress in writing has recently declined. Due to regular pupil progress meetings, subject and senior leaders are immediately aware of any dips in progress and take action accordingly.
- Now that senior leaders carefully follow pupil progress and monitor teaching and learning, they are aware that although improvements in these areas have been rapid, further improvement is necessary.
- As a result of a wide range of interventions, the previously unmet standards are now met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a) and 7(b) and Part 6 paragraph 32(1) and 32(1)(c)

- At the inspection in June 2018 the above standards were met.
- As part of this inspection the inspector confirmed that the safeguarding policy is still available to parents and takes account of the most recent government guidelines. The inspector also checked that appropriate checks are made to ensure that all adults are suitable to work with children. These checks are recorded on the school's single central record.
- A poster in the reception area and in every classroom clearly identifies who the designated safeguarding lead is and how parents and carers and staff should report any safeguarding concerns. School leaders have excellent channels of communication with the local authority so that the local authority knows where pupils are being educated should they leave the school.
- At the inspection in June 2018 the school leaders were asked to put into place a more

robust system for tracking pupils' levels of absence. Attendance rates were noted as being low, between 93% and 95%.

- Rates of pupils' attendance have improved due to a number of initiatives, as identified in the school's action plan, being effectively implemented. Pupils' attendance is now high, with average whole-school attendance being between 97% and 98%.
- As all documentation is up to date and appropriate checks made, the above standards remain met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- The proprietor had not ensured that at the inspection in June 2018 all of the independent school standards and the requirements of the Equality Act 2010 were consistently met.
- Inspectors identified that school leaders needed to increase the level of accuracy in the monitoring of teaching and learning so that strengths and weaknesses are recognised and acted upon. Consequently, standards in Part 1 were not met.
- The inspectors identified that the school had five more pupils than it is registered to accept and had not informed the Department for Education and therefore had breached its registration requirements.
- The school's action plan indicated a number of steps, which were to be introduced to improve the monitoring of teaching and learning. An external consultant was to be employed. Also, increased moderation while working with Kirklees Education Services, joint book scrutinies and lesson observations with a good independent school and weekly book scrutinies were planned to take place.
- This inspection identified that all actions had taken place and were continuing to occur. Consequently, there is much greater rigour in the following of pupils' progress in all subjects and in the monitoring of the quality of teaching and learning. Senior leaders intend to continue to work with other local good schools and with the local authority. They anticipate that staff will build on training already completed, for example understanding comprehension skills, phonics and behaviour management.
- The headteacher reports information to the proprietor rigorously on a regular basis, and the proprietor is a frequent visitor in the school. Therefore, the proprietor is well informed about how well the school is improving.
- The proprietor has ensured that required funding is available to maintain school improvement.
- The proprietor has ensured that all independent school standards and the requirements of the Equality Act 2010 are now met.
- These standards are now met.

Schedule 10 of the Equality Act 2010

- Inspectors at the inspection in June 2018 identified that the school did not have an effective accessibility plan.
- In June 2018, inspectors also identified that pupils were segregated by sex in Year 5 and 6 for lessons in mathematics and English, contrary to the Equality Act 2010. The school was given time to cease this practice and therefore this was not taken into account when making inspection judgements in 2018.
- The school's action plan indicated that pupils were no longer segregated by sex and that an up-to-date accessibility plan has been produced.
- This inspection identified that pupils are no longer segregated. Boys and girls work and play cooperatively together throughout the school day.
- Senior leaders have an accessibility plan which sensitively considers the needs of all pupils and how the school can provide equal access, for all current and prospective pupils, to the education and care the school provides.
- The school leaders have ensured that the requirements of Schedule 10 of the Equality Act 2010 are now met.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards

Part 1. Quality of education provided

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
 - 3(a) 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
 - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves
 - 3(c) involves well-planned lessons and effective teaching methods, activities and management of class time
 - 3(d) 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
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught
 - 3(g) 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

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.

School details

Unique reference number	131131
DfE registration number	382/6019
Inspection number	10093880

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 status	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	127
Number of part-time pupils	9
Proprietor	Yusuf Bham
Chair	Yusuf Bham
Headteacher	Shaheda Ughratdar
Annual fees (day pupils)	£1,100
Telephone number	01924 453661
Website	None
Email address	info@alfurqaanschool.org
Date of previous standard inspection	19–21 June 2018

Information about this school

- Al-Furqaan Preparatory School is registered to accept up to 142 pupils aged between three and 11 years. It also has a 27-place Nursery on site.
- The school currently has 127 pupils on roll. At the previous inspection the school exceeded its registration requirements as agreed by the Department for Education. The school no longer exceeds its registration requirements.
- The school has an Islamic ethos. The school's vision states that the school is 'to provide a high standard of education, in an Islamic environment where children can feel happy, safe and secure. We strongly believe that providing an education according to Islamic

guidelines will instil self-confidence, self-belief and high aspirations. We aim to develop ambitious, resilient and successful children that can be proud of their identity and can then go on to play an integral part in making a positive contribution in today's society'.

- The school no longer has a website.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The inspection was carried out by one of Her Majesty's Inspectors, without notice.
- The school was previously inspected in June 2018, when a full standard inspection judged the school to require improvement.
- This is the school's first progress monitoring visit since its full standard inspection in June 2018.
- The school prepared an action plan at the request of the Department for Education. This plan was evaluated by Ofsted in December 2018 and was judged as acceptable.
- The inspector toured the school and spoke to staff and pupils. She observed pupils in lessons and through break periods. She listened to some pupils read and spoke to them about their school.
- The inspector spoke to the proprietor and read evaluation reports from the local authority and other school leaders who have visited the school.
- Together, the inspector and headteacher observed lessons and looked at pupils' work in their books.
- The inspector also considered a range of documents relevant to the previously unmet standards. Documentation about safeguarding and pupils' attendance were also studied.

Inspection team

Jo Sharpe, lead inspector

Her Majesty's Inspector

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