

Al Khair School

61–63 Causeway Green Road, Oldbury, West Midlands B68 8LR

Inspection dates

26 June 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

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i)

- The previous standard inspection found that the curriculum was not broad and balanced. Although pupils developed knowledge in subjects such as science, technology and mathematics, they had little opportunity to develop their understanding in subjects such as history and geography. Inspectors, at that time, found that teachers focused on completing curriculum content without paying due regard to pupils' differing needs and abilities.
- Evaluation of the school's action plan found that there was insufficient detail to show how the curriculum would take into account the ages, aptitudes and needs of all pupils, including those with an education, health and care (EHC) plan. The action plan was judged unacceptable.
- The headteacher has worked in liaison with colleagues in the Al Khair Foundation to improve planning, provision and evaluation of the curriculum. A written policy, supported by appropriate schemes of work for all subjects, is now in place.
- The policy and schemes of work take into account the ages, aptitudes and needs of all the pupils, including those with particular learning needs. Teachers ensure that learning takes place across an appropriate range of subjects, including history and geography.
- This standard is now met.

Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g)

- At the time of the previous inspection, inspectors found that pupils did not make the progress of which they were capable. Pupils were not motivated to extend their learning or think for themselves. Teachers did not plan work that met the needs and aptitudes of pupils well. Teachers did not demonstrate secure subject knowledge, and activities and next steps of learning were sometimes inappropriate.
- After the school's action plan was judged unacceptable, the school sought the advice of senior colleagues in the Al Khair Foundation. A full review of the school's progress was undertaken and considerable professional development provided for teachers. This resulted in a revised and detailed action plan with clearly measurable targets enabling

the school to effectively evaluate its actions in addressing weaknesses.

- Teachers now use assessment information to plan learning that meets the needs of their pupils. Teachers check that pupils understand what is expected and take account of what pupils know and can do. Pupils are actively engaged in reflecting on their work and working with teachers to consider how best to improve.
- Professional development has enabled teachers to systematically check that pupils understand what is expected of them. As a result, tasks and activities are adapted and modified to ensure challenge for learners. Teachers make sure that pupils' skills are secure before they move on to new learning.
- At the time of the standard inspection, teaching did not enable pupils to deepen their understanding in mathematics or to apply their English skills to different kinds of writing. Pupils did not develop a love of reading. Knowledge of the sounds of letters and words was weak. There was little opportunity to develop pupils' knowledge and understanding in history and geography.
- Pupils now have opportunities to engage with problem-solving tasks and activities, often through the school's STEAM (science, technology, engineering, art and mathematics) project work. There are opportunities to use English skills in writing for different purposes.
- The school has reorganised its provision for the teaching of phonics. This has ensured that there is well-directed support to enable lower-attaining pupils to increase their knowledge and understanding and opportunities for higher-attaining pupils to progress quickly.
- History and geography are now taught as distinct subjects and teachers understand the progress that pupils make over time. Pupils are keen to move quickly to extended work and to learn for themselves. The resources available in classrooms, to support pupils' learning, have been improved.
- This standard is now met.

Part 6. Provision of information

Paragraphs 32(3), 32(3)(e)

- At the time of the standard inspection, inspectors found that there were two websites from which parents could obtain information. These were confusing and some information, such as that about the school's academic performance during the preceding school year, was not available.
- At the time of this inspection, the school's website had been updated and information, including that about academic performance in the preceding school year, was available. Additionally, the school ensures that information is available in printed form.
- This standard is now met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b)

- At the standard inspection, it was found that the proprietor did not ensure that all the independent school standards were met.

- The headteacher has taken the recommendations made at the time of the previous inspection seriously and has worked diligently to address the identified areas of weakness. Consequently, leaders and the proprietor have a more in-depth understanding of the independent school standards. This is due, in part, to support from executive leaders at the Al Khair Foundation, but mainly because of the determination of school leaders to improve the opportunities available to pupils.
- Since the previous inspection, the school's action plan has improved considerably and now forms a useful document to guide future measurable improvements in the school. The plan contains appropriate timescales and realistic measurable criteria, ensuring that leaders can now precisely and accurately evaluate the impact of actions they undertake. Leaders are more aware of their responsibilities and can articulate and evidence the difference they are making to improve the school.
- The proprietor and headteacher have ensured that the school now meets this standard.

The school's application to make a material change to its registration

- The school is currently registered for three- to 11-year-old pupils. At the time of the previous standard inspection, it was operating outside of its registration. Two-year-old children had been admitted. Following the previous inspection, two-year-old children were no longer admitted. Currently there are only pupils aged three to 11 years on roll.
- The school has requested a change to admit pupils from two to 11 years old, from September 2019.
- In addition, the school is currently registered to admit 22 pupils. There are 40 pupils on roll and the school requests an increase in the number on roll. The standard inspection referred to the size and suitability of the accommodation, suggesting that pupil numbers should increase to no more than 128.
- The headteacher requested that consideration be given to an increase on roll to 70 pupils.
- In addition to the requirements of the independent school standards that were checked for the progress monitoring aspect of this inspection the following sections refer to additional checks made for the material change requests made by the school.

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(c), 2(2)(d), 2(2)(d)(i), 2(2)(e)(iii), 2(2)(f), 2(2)(g), 2(2)(h), 2(2)(i)

Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4

- The headteacher and leaders demonstrate that they know each pupil well and are aware of their learning needs, academically and personally, socially and emotionally. The standard inspection referred to the quality of education in the early years being tailored effectively to the children's interests and needs. This remains so.
- Previous weaknesses in the curriculum, teaching, learning and assessment have been effectively addressed.
- The school is likely to meet these standards if the material changes related to age range of pupils and number on roll is implemented.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraphs 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)v, 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5((ii), 5(d)(iii)

- Schemes of work for personal, social, health and economic (PSHE) education, together with well-informed support from staff, supports pupils well in their development as active and responsible citizens. There are well-planned opportunities for pupils to engage with their local community.
- The standard inspection referred to purposeful learning in this area; pupils develop self-confidence, follow established routines, play together and take turns.
- Relationships between staff and pupils are good and staff provide positive role models for promoting equality, diversity, rights and responsibilities.
- The school is likely to meet this standard if the material changes are implemented.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32(1)(c)

- At the time of the standard inspection, these standards were judged to be met. Evaluation of the action plan referred to the difficulty of accessing the safeguarding policy on the school's website. The headteacher has tackled these weaknesses decisively. The safeguarding policy is available to parents.
- Safeguarding is effective. The safeguarding policy reflects the latest guidance issued by the Secretary of State.
- There are clear safeguarding procedures in place. As a result, staff are aware of their responsibilities when it comes to the safety and welfare of their pupils.

Paragraphs 11, 12, 14, 16

- At the time of the standard inspection, these standards were judged to be met.
- The school ensures that procedures for health and safety, fire safety, supervision and risk assessments are appropriate to ensure the safety and well-being of children and adults in the school. The headteacher has worked effectively with parents and the community to ensure that the school site is secure and that access to the school is safe.
- These standards are likely to be met if the material changes are implemented.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 17, 18(1), 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3)

Paragraphs 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(2)(e), 19(3)

Paragraphs 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c)

Paragraphs 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)

- At the school's standard inspection, these standards were met. At this progress

monitoring inspection, these standards remain met.

- Leaders' checks on staff's suitability to work with pupils are secure and thorough. Recruitment systems are followed meticulously. The required checks are recorded accurately and are fully compliant with statutory requirements.
- All the required pre-employment checks on staff are carried out and carefully recorded. This inspection found that employment checks are compliant and remain effective.
- The proprietor and headteacher have ensured that the standards are likely to remain met if the material changes are implemented.

Part 5. Premises of and accommodation at schools

Paragraphs 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 23(2), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)

- At the standard inspection, this standard was judged to be likely to be met since it had been met in the existing provision. However, the size and suitability of the accommodation suggested that pupil numbers should increase to no more than 128.
- The proprietor and headteacher requested that consideration be given to an increase from the current 22, to 70 pupils. There are seven classroom spaces available. Each safely and comfortably accommodates up to 10 pupils.
- Appropriate toilet and washing facilities are available to pupils. Medical provision is appropriate. There are appropriate facilities and resources to meet the needs of disabled pupils.
- Lighting, acoustics and outdoor facilities provide appropriately for the needs of pupils.
- This standard is likely to be met if the material changes are implemented.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- Leaders have ensured that the independent school standards not met at the standard inspection in November 2018 are now met at this progress monitoring inspection.
- The contents of the report above provide additional information relevant to the material changes request.
- The inspector confirms that the school premises can accommodate 70 two- to 11-year-olds, with a maximum of 10 children or pupils in each class.
- The school is likely to meet this standard if the material changes related to the age range of pupils and the number on roll is implemented.

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

- 2(1), 2(1)(a) – the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
2(1)(b) the written policy, plans and schemes of work;
2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 3(a) teaching 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) teaching fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to learn for themselves;
3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
3(d) shows 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(f) utilises effectively classroom resources of a good quality, quantity and range;
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.
- 32(3)(e) information includes particulars of the school's academic performance during the preceding school year, including the results of any public examinations.
- 34(1)(a) 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;
34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

School details

Unique reference number	141001
DfE registration number	333/6006
Inspection number	10104198

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
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	40
Number of part-time pupils	2
Proprietor	Qasim Rashid Ahmad
Chair	None
Headteacher	Mr Mohammad Chaudhry
Annual fees (day pupils)	£2,376
Telephone number	0121 544 2361
Website	www.alkhairschool.org.uk/
Email address	admin.oldbury@alkhairschool.org.uk
Date of previous standard inspection	7–9 November 2018

Information about this school

- Al Khair Primary School is a Muslim day school for boys and girls. It is registered for 22 pupils aged three to 11. The school opened in May 2014.
- The school is operating outside of its registration. It has 40 pupils on roll. Two pupils are educated at home but attend Al Khair for a small number of sessions each week.
- Pupils are taught in four mixed-age classes with pupils from Nursery to Year 6.
- There are no pupils with an education, health and care (EHC) plan.

- The school does not use any alternative provision.
- The school is one of three schools in the Al Khair Foundation, an educational charity. Another independent primary school and an independent secondary school are in Croydon, London.
- Executive leaders, based in Croydon, oversee the work of the school and the headteacher works closely with the executive headteacher of the primary school within the group.
- The school's last standard inspection took place on 7 to 9 November 2018. This inspection found that the school did not meet all the independent school standards. Evaluation of the school's action plan, on 29 March 2019 found that the proposed action plan was not acceptable.

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.
- If the previously unmet standards were met the registration authority also commissioned the inspector to consider material changes to increase the age range of pupils from three to 11 years to two to 11 years and to increase the capacity from 22 pupils to 40. The material changes were considered. At the request of the headteacher consideration was given to an increase to the number on roll to 70 pupils.
- During the inspection, the inspector scrutinised evidence to evaluate leaders' work to meet previously unmet standards. This included observing lessons across a range of classes and subjects, scrutinising the work in pupils' books and scrutiny of the school's assessment information.
- Meetings were held with the headteacher. A telephone conversation took place between the inspector and the executive headteacher of the Al Khair Foundation.
- The inspector spoke with pupils from a range of age groups and met with teachers.
- A range of documentation was considered, including policies related to the curriculum; schemes of work and any plans for teaching; and the school's action plan for improvement.
- All policies and information related to safeguarding and health and safety were scrutinised.

Inspection team

Michael Onyon, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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