

Avicenna Academy

Tinsley Park Road, Darnall, Sheffield, South Yorkshire S9 5DL

Inspection date

10 December 2019

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

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

- There is a curriculum policy in place for all phases of the school. This links to curriculum documents and schemes of work for all subject areas that are taught.
- Pupils have the opportunity to develop their speaking, listening, literacy and numeracy skills across the curriculum.
- The personal, social, health and economic (PSHE) education curriculum is well planned. It enables pupils to learn about life in Britain and to respect people with protected characteristics as defined by The Equality Act 2010.
- Pupils of secondary age have access to impartial careers advice and guidance. Pupils learn about a range of different careers that are open to them in their futures.
- These standards are met.

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

- Curriculum documents do not take sufficient account of the special educational needs that pupils may have. Consequently, teachers do not fully plan learning to meet the needs of all pupils.
- These standards are unmet.

Paragraphs 3(b), 3(e), 3(f), 3(g), 3(h), 3(i), 4

- Teachers provide pupils with opportunities to think for themselves. For example, pupils are encouraged to form their own opinions about climate change.
- Teachers have good subject knowledge. They use resources of a good range and quality to help pupils to learn.
- In lessons, pupils behave well and they want to do well in their learning. They understand the importance of education.
- A framework for assessing pupils is in place and is used by teachers.
- These standards are met.

Paragraphs 3, 3(a), 3(c), 3(d), 3(j)

- Teachers do not show a full understanding of the aptitudes and needs of pupils. There is a mixed view between staff of whether there are pupils in the school who have special educational needs and/or disabilities (SEND). Some say that there are, and some say that there are not. Work in some lessons lacks challenge. Primary school pupils told inspectors that mathematics is too easy.
- Consequently, teachers do not have the full and up-to-date information to help them to meet pupils' needs, particularly those with SEND.
- The school has a number of policies relating to pupils with SEND, but these policies are not implemented. Some leaders say that the school simply does not accept pupils who have SEND because it does not have the capacity to meet their needs. This is contrary to what the school's policies say. This approach to admissions (including the failure to make reasonable adjustments to enable such pupils to join the school if they wish) is not only contrary to the school's own policies but is likely to amount to a breach of The Equality Act 2010, as it is direct discrimination against pupils with disabilities.
- These standards are unmet.

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(d)(ii), 5(d)(iii)

- Teachers ensure that pupils have the opportunity to develop spiritually, morally, socially and culturally. Through citizenship, PSHE and Islamic studies, pupils learn about British values and respecting the rights of others. Pupils have some knowledge of democracy.
- Pupils are knowledgeable about a wide variety of different cultures and religions. They can compare different religions to their own religion. They say that they have respect for all people. Pupils understand the protected characteristics, for example sexual orientation.
- Pupils are encouraged to work together and to discuss issues. During the inspection, pupils were confident to share their opinions and class work relating to climate change.
- These standards are met

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The safeguarding policy on the school website is not up to date with the latest guidance from government. This was updated during the inspection but lacks the latest guidance, for example about sexual violence or county lines.
- Safer recruitment practice is not being followed well enough. For example, a teacher has been employed without taking up appropriate references.
- The safeguarding policy is unsuitable because should there be an allegation made against the headteacher, the person identified to report to is the chair of trustees who

is the headteacher's brother-in-law. This means that there is connectivity between them, so the chair could not investigate allegations impartially.

- The designated safeguarding lead is unsure about how well pupils are protected online. They cannot say whether internet filters are in place to protect pupils from accessing inappropriate online material.
- The quality of recording information about safeguarding is variable. For example, when pupils have left the school, there is no recorded information about where they have gone and no evidence that the local authority has been informed.
- These standards are unmet

Paragraphs 9, 9(a), 9(b), 9(c), 10, 13, 14, 16, 16(a), 16(b)

- The school has an appropriate behaviour policy that sets out the rewards and sanctions that can be taken if pupils misbehave. Teachers and pupils are aware of the systems. They are implemented well. Low-level disruption is rare. Pupils on the whole behave well.
- Pupils say that there is little bullying in the school. They say that if it does happen, teachers are quick to tackle it. School records confirm this.
- There is an appropriate first-aid policy in place that is effectively implemented. Records are kept that show that when accidents occur, pupils receive first aid and this information is shared with parents.
- Pupils are well supervised throughout the day. Ratios are appropriate in the early years. Pupils are supervised during social times, for example when they play outside or sit together and have lunch.
- There is a risk assessment policy in place that sets out how risks should be assessed. Accompanying policies show the measures that are taken to reduce the risks to pupils. While they meet the standards, some are brief and could be more detailed.
- These standards are met.

Paragraphs 11, 12, 15

- The school has an appropriate health and safety policy in place, but is not implementing it fully. For example, the policy states the frequency of checks relating to fire safety. Fire safety records show that the fire safety checks are not being carried out in line with the policy.
- The admissions register is not being kept up to date. For example, pupils who are no longer at the school do not have a leaving date recorded on the admissions register. In some cases, where pupils have left the school mid year, their details have been removed all together.
- Leaders do not ensure that registers contain appropriate codes in line with government guidance for school attendance, published in July 2019. Leaders have not consulted this document and so code the registers incorrectly when the school is closed and when pupils have an authorised absence.
- These standards are unmet.

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

Paragraphs 18(2)(a), 18(2)(b), 18(2)(c)(i), 18(2)(c)(iv), 18(2)(d)

- Leaders have completed some of the procedures required to check whether adults are suitable to work with children. For example, they have checked whether adults are barred from working with children and whether they have any prohibition orders. They have checked identity and qualifications and obtained an enhanced criminal record check for each person employed at the school.

- These standards are met.

Paragraphs 18(2), 18(2)(c), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(e), 18(3)

- Leaders have not completed all checks that they need to on adults working with children. For example, they have not checked medical fitness, and in one case they have not made thorough checks on a person's right to work in the UK. Where some staff have lived and worked outside of the United Kingdom, leaders have not checked carefully enough their suitability to work in a school. These checks were not carried out prior to the appointment of some of the recently appointed staff.

- These standards are unmet.

Paragraphs 21(1), 21(2), 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)(b)

- Where leaders have carried out checks on adults, these are recorded on the single central register.

- These standards are met.

Paragraphs 21(3), 23(3)(1)(a), 21(3)(a)(vii), 21(3)(a)(viii)

- Where leaders have not carried out all of the required checks on adults working in the school, these have not been recorded on the single central register.

- These standards are unmet

Part 5. Premises of and accommodation at schools

Paragraphs 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(2), 26, 27, 27(a), 27(b)

- There are suitable showers and changing accommodation available for pupils to use.
- The proprietor has ensured that there is a medical room in place that is suitable for the short-term treatment and care of pupils who are sick or injured. It has a sink and is close to a toilet.
- Classrooms have suitable lighting and acoustics. External lighting is in good working order and ensures that the entrance and exit to school are well lit.
- These standards are met.

Paragraphs 23(1), 23(1)(a), 23(1)(b), 25

- Toilets and washing facilities are not all suitable for pupils. For example, the primary toilets are not clean enough. In one set of toilets, at the time of the inspection, there was no warm water available for hand washing and some of the hand dryers were broken.

- Pupils aged over eight years old do not have separate toilet facilities for boys and girls. Girls and boys in Years 5 and 6 use the same one set of toilets that younger girls and boys use.
- The proprietor has not ensured that the school premises are maintained sufficiently well to ensure the health, safety and welfare of pupils. In some classrooms, there is a large amount of litter. Toilets are not clean enough. The central hall is too cold. This is because the heaters do not work in this area. Pupils say that they are very cold when they are lining up for their classrooms.
- These standards are unmet.

Paragraphs 28(1)(a), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)

- The proprietor ensures that pupils have access to drinking water that is labelled and readily available.
- Water, where it is warm, does not pose a scalding risk to pupils.
- There is suitable space available outside for pupils to play, socialise and take part in physical education.
- These standards are met

Paragraphs 28(1), 28(1)(b)

- In the secondary boys' toilets, there is no warm water for handwashing.
- These standards are unmet.

Part 6. Provision of information

Paragraphs 32(1)(a), 32(1)(d), 32(1)(f), 32(1)(g), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(d), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(g)

- The proprietor has ensured that some information is made available to parents and carers. For example, the contact details for the headteacher and proprietor are available on the school website. The proprietor has ensured that the most recent inspection report is available to parents and that parents receive information about their child's progress and attainment. Information about the school's academic performance is available on the website.
- The proprietor has ensured that policies such as the curriculum policy, behaviour policy, anti-bullying policy, health and safety policy and first-aid policy are available to parents.
- These standards are met.

Paragraphs 32(1), 32(1)(b), 32(1)(c), 32(3), 32(3)(a), 32(3)(b), 32(3)(f)

- Not all policies required by the independent school standards are made available to parents. This includes the school's SEND and EAL policy.
- The safeguarding policy that is published on the school website is not up to date with the latest guidance from government.
- There is no information for parents that explains the school's policy on exclusions.
- The school does not make available to parents the number of complaints received in

the preceding school year.

- These standards are unmet.

Part 7. Manner in which complaints are handled

Paragraphs 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)

- The complaints policy contains all of the necessary requirements of these standards. Timescales for dealing with complaints are clear and information on how to make a complaint is clear.
- These standards are met.

Paragraph 33

- Although the policy itself meets the independent school standards, it is not implemented well enough. Leaders have not ensured that they can evidence their response to complaints. They cannot say how many complaints have been received by the school.
- This standard is unmet.

Part 8. Quality of leadership in and management of schools

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

- Since the previous inspection, leaders have not ensured that the independent school standards are met consistently.
- Some leaders do not demonstrate the skills and knowledge that they need to carry out their roles effectively.
- The quality of safeguarding has not been maintained since the previous inspection. Leaders have not carried out the necessary checks on all adults working at the school and, therefore, there may be a safeguarding risk to pupils.
- Leaders have not ensured that the premises are well maintained.
- Leaders do not fulfil all of their legal responsibilities. For example, the school has a CCTV system in operation, but this is not registered at the school address with the Information Commissioners Office.
- These standards are unmet.

Schedule 10 of The Equality Act 2010

- Since the previous inspection, leaders have not reviewed or improved the accessibility plan. The current accessibility plan is not fit for purpose. This is because there are no clear targets for improvement and no dates for when these will be implemented or reviewed.
- This standard is unmet.

Statutory requirements of the early years foundation stage

- Some of the safeguarding and welfare requirements (section 3) of the statutory framework for the early years foundation stage are not met.
- The proprietor has not taken every step to keep children safe because the safeguarding policy is not suitable. Although there is guidance on how to report concerns, in some cases these concerns are reported to family members, meaning there is a lack of impartiality. The safeguarding policy is not up to date with the latest government guidance. Some checks have not been made on adults working with children and are not recorded on the single central register. This means that standards 3.2 3.4, 3.7 and 3.12 are not met.
- The learning and development requirements for the early years are met. There is an appropriate curriculum in place for children to learn and make progress. The curriculum meets the needs of the children.

Compliance with regulatory requirements

The school does not meet all of 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, as set out in the annex of this report.

School details

Unique reference number	140479
DfE registration number	373/6004
Inspection number	10126288

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	Independent school
School status	Independent school
Age range of pupils	4 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	110
Number of part-time pupils	0
Proprietor	Sulaiman Ahmed
Chair	Rouf Ditta
Headteacher	Sulaiman Ahmed
Annual fees (day pupils)	£1,400–£1,900
Telephone number	01142 217010
Website	www.avicennaacademy.com
Email address	info@avicennaacademy.com
Date of previous standard inspection	25–27 September 2018

Information about this school

- Avicenna Academy is a Muslim independent day school for girls and boys aged between four and 16 years old. It is situated in the Darnall area of Sheffield.
- The previous standard inspection took place from 25 to 27 September 2018.
- The school is registered to admit up to 240 pupils.
- There are no pupils who have an education, health and care plan on roll.
- The school does not use any alternative education provision.

Information about this inspection

- This inspection was commissioned by the Department for Education in response to a number of complaints. These complaints gave rise to concerns about safeguarding, leadership and management, support for pupils who have SEND and staff welfare.
- This inspection was carried out without notice.
- We met with the headteacher, chair of trustees, senior leaders, teachers and pupils. We visited lessons and talked to pupils about their work. We also reviewed policies and documents associated with the independent school standards. An inspector toured the premises.
- Safeguarding was checked by evaluating safeguarding records, safeguarding policies, attendance registers, the admissions register and the single central register. A meeting was held with the designated safeguarding lead.

Inspection team

Debbie Redshaw, lead inspector	Her Majesty's Inspector
Steve Rogers	Ofsted Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 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 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(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(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act[10].

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.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].
- 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[13].

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

- 18(2) The standard in this paragraph is met if-
 - 18(2)(c) the proprietor carries out appropriate checks to confirm in respect of each such person-

- 18(2)(c)(ii) the person's medical fitness;
 - 18(2)(c)(iii) the person's right to work in the United Kingdom; and
 - 18(2)(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State.
- 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.
 - 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)(vii) a check of S's right to work in the United Kingdom was made; and
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e).

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)(a) suitable toilet and washing facilities are provided for the sole use of pupils;
 - 23(1)(b) separate toilet facilities for boys and girls aged 8 years or over are provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time.
- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 28(1) The standard in this paragraph is met if the proprietor ensures that-
 - 28(1)(b) toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that-
 - 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
 - 32(1)(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request.
- 32(3) The information specified in this sub-paragraph is-

- 32(3)(a) particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions;
- 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;
- 32(3)(f) details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year.

Part 7. Manner in which complaints are handled

- 33 The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils.

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.

Early Years Welfare Requirements

Section 3

3.2

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