

Inspection of Al-Khair School

109-117 Cherry Orchard Road, Croydon, Surrey CR0 6BE

Inspection dates: 5 to 7 October 2021

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate
Does the school meet the independent school standards?	Yes

What is it like to attend this school?

This is a warm, happy and inclusive school where everyone feels safe. Pupils are supported to achieve their best by teachers who expect them to work hard. Teachers make sure pupils know what they need to do by explaining learning in small steps. This means pupils learn well in all subjects and are prepared for further education and beyond. Most continue to study academic subjects at sixth-form colleges.

Leaders and teachers work hard to help pupils succeed. They have constructed a broad and balanced curriculum which is planned and sequenced well. In addition to the range of academic subjects taught, pupils also benefit from a variety of enrichment activities. These include horse riding, golf, archery, capoeira and kickboxing. Pupils appreciate having these opportunities as part of the wider curriculum.

The relationships between pupils across the school are extremely positive and behaviour is exceptional. Older pupils take their responsibility as role models to younger pupils very seriously. Bullying is not tolerated, and pupils say that it is extremely rare. If it does occur, pupils are assured that teachers and staff deal with it.

What does the school do well and what does it need to do better?

Leaders and the proprietor have ensured that all the independent school standards are met. The school is compliant with the Equality Act 2010.

The headteacher is supported by a committed team of leaders and staff. They work collaboratively to provide a quality of education that supports all pupils to make good progress.

Leaders have carefully considered what pupils should know by the end of Year 11 when planning the curriculum. This has allowed some sensible decisions to be made on what pupils learn and when. For instance, in science, Year 9 pupils use a microscope to look at the magnification of ready-made cells. In Year 10, they take the concept of magnification further and learn the corresponding calculations. In some subjects, not as much consideration is given to the way that curriculum learning builds on pupils' prior knowledge. For example, although leaders are clear about developing understanding of power, tyranny and democracy, pupils struggle to relate this to the long-term consequences of Henry VIII's reign.

Pupils progress well in mathematics. Teachers make sure new learning is built on existing knowledge of key concepts. This means pupils have enough working memory free to succeed. For example, in Year 11, pupils use knowledge about isosceles triangle angles to apply to new knowledge on angles within circles. In this and other subjects, teachers check regularly that pupils are secure in their learning before moving on.

Leaders are ambitious for all pupils and provide support with the next stages in their education and career. There are very few pupils with special educational needs and/or disabilities. However, teachers are quick to identify when pupils are behind where they are expected to be. There is a sharp focus on ensuring all pupils read fluently from entering the school in Year 7. Teachers provide extra sessions in English and mathematics. These sessions also support pupils in other areas of the curriculum.

Leaders are preparing pupils for life in modern Britain effectively. Pupils have many opportunities to acquire appreciation and respect for their own and other cultures. The school recently had a visit from a member of the Hindu community for pupils to learn first hand about other faiths. The art curriculum is designed to celebrate different cultures. Pupils have knowledge of and respect for public institutions and services in England.

This is an inclusive school. All pupils have access to the same opportunities regardless of background or need. The extended offer is broad, with both an enrichment curriculum and after-school clubs. Pupils learn about the different ways people identify. They are respectful towards all faiths and cultures. Pupils are particularly respectful of each other in the classroom, supporting each other with their learning. They learn about relationships and how to stay safe.

Governors know the school well, bringing with them expertise from the business world and legal knowledge. This helps them to meet their statutory obligations. They meet regularly with school leaders to provide challenge and support around the school's provision and achievements.

The proprietor oversees efficient and effective systems for making sure pupils' welfare, health and safety are protected. Site staff check all parts of the building daily and maintain up-to-date records. Any identified concerns are reported swiftly and dealt with. The school's safeguarding policy is on its website.

The school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make pupils' safety and welfare a priority. All staff engage in a range of safeguarding training, which includes the 'Prevent' duty, peer-on-peer abuse and whistleblowing. This means they know what to look out for and how to report concerns. Leaders make referrals to outside agencies when needed.

The checks made on staff are robust. This ensures only those suitable to work with pupils are employed.

Pupils feel safe and trust adults in school to help them with any worries. They know how to stay safe outside of school. They have learned about cyberbullying, what it is and what to do if it happens.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders have identified what pupils should learn in each subject. Planned sequences of learning mostly support pupils' knowledge towards these outcomes. Pupils revisit ideas and deepen their understanding. However, this is not embedded consistently across all subjects and means pupils are not always remembering important knowledge. Leaders should make sure planning and teaching enables pupils to secure an understanding of all essential content in every subject.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	134585
DfE registration number	306/6096
Local authority	Croydon
Inspection number	10193513
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	95
Number of part-time pupils	None
Proprietor	Qasim Rashid Ahmed
Headteacher	Aisha Chaudhry
Annual fees (day pupils)	£5,280
Telephone number	020 8662 8664
Website	www.alkhairschool.org.uk
Email address	secondary@alkhairschool.org.uk
Date of previous inspection	29 to 31 January 2019

Information about this school

- Al-Khair School is an independent day school for boys aged 11 to 16 in the London Borough of Croydon. The school has a Muslim ethos.
- The school was established in 2003, originally as a mixed school for pupils aged four to 16 years. Following the school's full standard inspection in January 2019, leaders applied for Al-Khair to become three schools. To do this, leaders applied to change Al-Khair School to Al-Khair Boys' School and to open two new schools: Al-Khair Girls' School and Al-Khair Preparatory School. The application was successful, and the three separate schools have been operating as such since September 2019.
- The headteacher of Al-Khair School is also the leader of Al-Khair Girls' School. Both schools are in the same building. The boys' school is on the ground floor and the girls' school on the first floor. Both schools share specialist facilities, such as the science laboratory and sports hall, using them at different times. They also share staff, including heads of department, who teach in both schools.
- The school does not make use of any alternative provision.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- Inspectors met with the headteacher, business manager and several heads of department, including the inclusion lead and the lead for the enrichment curriculum and citizenship. They also held discussions with the proprietor and the chair of the governing body.
- Inspectors met with the designated lead for safeguarding, looked at records and scrutinised the school's safeguarding practice.
- Inspectors observed pupils' behaviour throughout the school day and spoke to staff about pupils' personal development. They also held discussions with several groups of pupils about their views on the quality of education the school provides.
- The inspection focused deeply on science, mathematics, English and art. Inspectors met with subject leaders and pupils, visited lessons, met with teaching

staff and looked at pupils' work. Other subjects were also considered as part of this inspection.

Inspection team

Alison Colenso, lead inspector

Her Majesty's Inspector

Sophie Healey-Welch

Her Majesty's Inspector

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