

Inspection of Seraphic Academy

Tinsley Park Road, Sheffield S9 5DL

Inspection dates: 7 to 9 December 2021

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

Does the school meet the independent school standards?	Yes
--	------------

What is it like to attend this school?

Pupils, parents and carers are proud of the school and its strong ethos. The school provides many opportunities for pupils to succeed academically. Pupils appreciate and rise to the high expectations that all adults in this school have of them. Leaders are determined to successfully promote both British and Islamic values, and this is done sensitively and with meaning.

Pupils achieve well by the time they leave school in a wide range of subjects. This is not only because teachers make learning interesting and relevant but also because teachers break work up into easy-to-learn segments. Information is presented in a logical way and builds up step by step. This helps pupils remember and master knowledge. This is particularly so in mathematics, where pupils demonstrate focused scholarship.

Pupils' conduct in lessons is impeccable. Most pupils are avid learners. Occasionally, some pupils become distracted in lessons. In these instances, teachers respond in a timely manner, and they get pupils back on task in a caring way. Pupils told inspectors that bullying is very rare, and the parents who responded to Ofsted's Parent View survey agreed with this unanimously. Pupils are happy and safe.

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

The proprietor's and governors' sense of purpose is unmistakable. Their determination to promote both British and Islamic values is strong. So too is their commitment to creating a harmonious learning environment and of fostering high academic standards. Leaders ensure that teachers' workload is manageable. Leaders are outward looking; they actively seek the support of external professionals to improve the quality of their work.

Leaders are ambitious for all pupils, and this is seen in the curriculum. Well-designed schemes of work are in place. These include opportunities to develop pupils' mathematical, scientific, technological and aesthetic knowledge. Curriculum plans are logical so that pupils build on what they already know. In pupils' social awareness lessons, leaders securely develop pupils' knowledge and understanding of relationships and life in modern Britain. Teaching is delivered expertly, and issues are covered comprehensively and sensitively. Teachers are unashamed in their purpose.

In mathematics, the plans follow a clear order that helps pupils to learn the fundamentals of mathematics before being successful in ambitious, complex work. Leaders encourage pupils to diligently practise their mathematical skills both in school at and home.

Pupils start learning to read when they start school. Pupils develop an impressive ability to read at an early age. During the inspection, one six-year-old read a book

of poetry with expression and correct meter. He showed a mature understanding of the poem's subject, correctly saying, 'It is about the evolution of humans.' This was typical of the inspector's experience. However, there is not a consistently clear and well-sequenced approach to the teaching of early reading. Leaders are committed to investing in additional teaching resources and phonetically decodable books to increase pupils' opportunity to practise new sounds. Leaders are in the process of adopting a new phonics programme. Leaders expect that this will provide teachers and pupils with a greater selection of high-quality resources and offer specific training to all primary staff.

Pupils with special educational needs and/or disabilities (SEND) receive appropriate support. This enables them to enjoy success in the same subjects and classes as their peers. Leaders have been proactive in developing teachers' skills in supporting these pupils. They have commissioned external agencies to provide appropriate guidance in supporting the school.

Pupils' conduct in lessons is exemplary. They know their teachers' high expectations and follow them diligently. Pupils are polite and respectful to adults and their peers. Their positive attitudes are clear, and they are keen to learn. However, inspectors noted that older male pupils were boisterous during less structured times, such as lunchtimes and breaktimes. Pupils' attendance is strong.

Parents are overwhelmingly positive about the school. All those who shared their views would recommend Seraphic Academy. Parents say positive things, such as 'My child has really thrived in this school and is very happy here' and 'I have found that the teachers really personalise education to fit the individual student'. Teachers are proud to work at the school. Governors work hard for the benefit of all. They have a strong moral purpose and a long history with the school.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' safety and well-being are central to the school's work. This is evident through leaders' tight systems and processes and through the school's well-considered curriculum offer. Leaders make sure that all adults have an up-to-date understanding of child protection. This, in part, is achieved through leaders' proactive approach in working with key partners in Sheffield local authority and other relevant agencies.

Regular training ensures that staff can identify pupils who may be at risk quickly. Leaders keep meticulous records. Because of these actions, they ensure that pupils get the support they need.

What does the school need to do to improve?

(Information for the school and proprietor)

- The vast majority of pupils read to a high standard. However, leaders do not have a fully coherent strategy for early reading. Leaders are adopting a new phonics programme. This needs to be implemented effectively, ensuring that all primary staff engage in training to establish a consistent, well-resourced approach.

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	140479
DfE registration number	373/6004
Local authority	Sheffield
Inspection number	10206148
Type of school	Other independent school
School category	Independent school
Age range of pupils	4 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	100
Number of part-time pupils	0
Proprietor	Seraphic Limited
Chair	Rouf Ditta
Headteacher	Sulaiman Ahmed
Annual fees (day pupils)	£1,950
Telephone number	0114 221 7010
Website	www.seraphicacademy.com
Email address	info@seraphicacademy.com
Dates of previous inspection	25 to 27 September 2018

Information about this school

- The Seraphic Academy is an independent day school in Sheffield. The school has an Islamic ethos.
- The school is mixed and is registered for 240 pupils between the ages of 4 and 16. There are currently 100 pupils on roll between the ages of 5 and 14. At the time of the inspection, there were no reception-aged children or pupils in Year 10 or Year 11.
- The school does not use any alternative provision.
- The school's last full standard inspection was in September 2018, when it was judged to be good.

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 began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- 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.
- During the inspection, inspectors spoke with pupils about school life. Inspectors spoke with the proprietor/headteacher, the chair of governors, the special educational needs coordinator, subject leaders and members of staff.
- Inspectors considered 22 responses to Parent View, Ofsted's online questionnaire, and eight written responses from parents. There were no responses to the optional online survey for staff or the optional pupils' survey.
- Inspectors did deep dives in these subjects: reading, mathematics, personal, social, health and economic education and history. Other subjects were also considered as part of the inspection, relationships and sex education. Inspectors met with subject leaders, visited lessons, spoke to teachers and spoke to pupils about their learning. They also looked at pupils' work and listened to pupils read.

- During the inspection inspectors reviewed a range of documentation, including curriculum plans. They also looked at safeguarding and child protection policy and procedures and the school's single central record.
- Inspectors studied records of behaviour and attendance and other information provided by school leaders.

Inspection team

Marcus Newby, lead inspector

Garry Stout

Her Majesty's Inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022