

Inspection of Al Khair Primary School

61/63 Oak Way Green, Off Causeway Green Road, Oldbury, West Midlands B68 8LR

Inspection dates: 29 to 31 March 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Inadequate

Early years provision

Inadequate

Overall effectiveness at previous inspection

Inadequate

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils at this school are happy and feel safe. This is because leaders and staff take good care of pupils and have positive relationships with them. The school promotes positive values and has a strong personal development curriculum. Pupils show great respect for adults and each other. Pupils and parents who gave feedback say that there is no bullying at this school. Staff help to sort out issues that do arise immediately.

Teachers expect pupils to work hard and do their best across all areas of the curriculum. Pupils aim to meet this challenge. They behave well in lessons and listen to staff. However, the curriculum is not ambitious enough for pupils. The work pupils do is too easy in some subjects. Leaders have not thought enough about how to sequence learning in some curriculum areas. Staff do not consistently choose the best activities to develop pupils' knowledge and understanding. As a result, pupils' knowledge and understanding is not as good as it could be.

Many pupils enjoy an active role in school life. The school council is proud of their fundraising through bake sales. They also appreciate activities such as archery and visits to the local library.

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

Leaders, including the recently formed governing body, have a clear vision for the school. They aim to help pupils achieve excellence in education. They also aim to help pupils contribute positively, as Muslims, to the world they inherit. The Al Khair motto is balance without compromise. However, this balance has not been fully achieved.

Leaders have ensured that the curriculum develops pupils spiritually and morally. Pupils develop a strong sense of right and wrong. The school places great emphasis on tolerance and acceptance. Pupils learn about diversity in society. They believe all people deserve respect, including those with protected characteristics. In the past, pupils have visited different places of worship, such as Christian churches and a Gurdwara. This encourages pupils to understand and respect those who have different religious beliefs to their own.

Pupils have a range of opportunities to support their understanding of the wider world. The curriculum explores a range of cultures and communities. Pupils enjoy trips to places such as the Black Country Living Museum and a local nature reserve.

However, too much of the curriculum is not ambitious enough. It covers the appropriate range of subjects, but it does not identify what pupils will learn in some areas, including the early years and art. Children and pupils do not progressively build their knowledge in a structured way. In some subjects, such as history and geography, the work pupils do is not always demanding enough. Pupils are not

supported to remember new knowledge. Consequently, pupils do not make enough progress across the curriculum. In addition, there are not enough resources to deliver an effective curriculum. In science, for example, the resources available limit the range of experiments that pupils can do.

Leaders have chosen a structured early reading phonics programme to follow, but staff do not follow the programme consistently. Some staff do not have the subject knowledge and training they need to teach phonics well. Moreover, there are not enough resources to support the programme. Pupils do not get enough practise at applying their knowledge of letter sounds to reading words. Too many pupils do not have access to books that match the letter sounds they are learning. As a result, some pupils in early years and key stage 1 are not confident or fluent readers. Children in early years and pupils in key stage 1 do enjoy listening to stories, however, and staff read to them in a way that excites and engages them. In key stage 2, staff and pupils read texts in English lessons to analyse and understand them. There are plans to promote a love of reading for all pupils through a parent run book club.

In mathematics, the school has adopted a commercial scheme. It is a clearly sequenced curriculum that starts in the early years. However, leaders have not checked that the planned curriculum is being delivered as intended. Not all staff follow the intended sequence and some staff do not adapt their plans to ensure they meet pupils' needs. Sometimes the work is too easy and at other times too difficult. In early years, children do not secure their understanding in one area of number before moving to the next. This means they do not have a chance to deepen their understanding.

Systems for checking what pupils know and remember are not used well enough. Pupils complete assessments at the end of each term in reading, writing and mathematics. Staff use the results of the assessments to plan extra work to be completed at home. For some pupils an intervention will also take place. However, many staff do not adapt their teaching in response to the information from these tests. Teachers' checks on pupils' understanding during lessons are also inconsistent. Consequently, pupils' misunderstandings and misconceptions are not addressed effectively.

Staff seek to identify pupils who may have special educational needs and/or disabilities (SEND) when they do not make as much progress as other pupils. However, they do not carry out appropriate assessments to identify why this might be. This means that staff do not have an accurate understanding of their needs. As a result, the curriculum is not suitably adapted to meet the needs of pupils who may have SEND. These pupils do not make as much progress as they could.

The proprietor has not made sure that all pupils experience an acceptable quality of education. Too many of the independent school standards relating to this area are unmet. Leaders, including the proprietor, have not made appropriate checks on this aspect of the school's work. The new governing body plan to change this. School leaders have made improvements to the pupils' wider development. This includes

meeting the expectations for relationships education. The headteacher has also organised some training for staff. Some teaching staff have had placements in other schools to support them in gaining qualified teacher status. However, too many staff do not have the knowledge or expertise to deliver the curriculum effectively. There are still too many areas that have not improved enough since the last full inspection. The proprietor, for example, has not ensured that all staff with leadership roles have the knowledge and skills required to carry out these roles effectively.

The proprietor has made sure that the premises meet the independent school standards. The school has a suitable accessibility plan and is compliant with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make checks on all staff who work at the school to make sure they are suitable to do so. Staff receive training regularly to make sure they know how to identify anything that might be of concern. They report any concerns immediately. Leaders make sure that they follow up on concerns straight away. This includes working with other agencies when necessary.

Pupils learn how to stay safe, including online. There is a strong emphasis on preparing pupils to be safe outside the family and school community.

What does the school need to do to improve?

(Information for the school and proprietor)

- The curriculum in early years is not effective. Leaders have not identified the core knowledge they want pupils to know and remember across the seven areas of learning. As a result, pupils do not develop the knowledge and skills they need to be ready for the next stage of their learning. Leaders should make sure that the curriculum children experience is clearly sequenced. They should also make sure that staff have the knowledge and resources they need to implement it successfully so that all pupils in early years are ready for the next stage of their education and development.
- Staff do not have the necessary subject knowledge and skills they need to lead and implement the curriculum effectively. Leaders should make sure that staff gain the expertise they need to teach all areas of the curriculum so that pupils make the progress of which they are capable.
- The teaching of reading is inconsistent. Too many staff lack the expertise they need to teach weaker readers. Not all staff follow the phonics programme the school has adopted and do not have the appropriate resources to do so. As a result, not all pupils can read as well as they should. Leaders should make sure that the chosen programme is followed. They should also make sure that staff

have the knowledge, expertise and suitable resources to deliver the programme effectively so that all pupils read fluently and confidently.

- The use of assessment to inform teaching is not consistent. Not all staff check pupils' understanding in lessons or make changes to their teaching when pupils do not understand the work. As a result, pupils' misunderstandings or misconceptions are not corrected. Leaders should make sure that staff respond to the assessment information and adapt the curriculum where necessary to meet pupils' needs.
- Pupils who may have SEND do not have their needs assessed appropriately. Staff do not have the knowledge they need to understand the range of special educational needs. This means staff do not know what pupils' needs are or how to meet them. Leaders should make sure all staff understand the range of special educational needs pupils may have and ensure that pupils' needs are appropriately assessed and catered for.

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	141001
DfE registration number	333/6006
Local authority	Sandwell
Inspection number	10212813
Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	55
Number of part-time pupils	2
Proprietor	Qasim Rashid Ahmad
Chair	Nadeem Haque
Headteacher	Sajad Akram
Annual fees (day pupils)	£2,400
Telephone number	0121 544 2361
Website	www.alkhairschool.org.uk
Email address	admin.oldbury@alkhairschool.org.uk
Dates of previous inspection	7 to 9 November 2018

Information about this school

- Al Khair Primary School is a Muslim day school for boys and girls. It is registered for 70 pupils aged 2 to 11.
- Two pupils are educated at home but attend Al Khair for a small number of sessions each week.
- There are no pupils with an education, health and care (EHC) plan.
- The school's last standard inspection was in November 2018.
- The school does not use any other 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 has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspectors held meetings with the headteacher, the administration manager, the chief executive officer for the foundation and a member of the quasi-governing body. They also held meetings with subject leaders and members of teaching staff. Inspectors did not meet the proprietor.
- Inspectors carried out deep dives in early reading, mathematics, art and personal, social and health education. For each of these subjects, inspectors discussed the curriculum with the subject leader and the headteacher, carried out visits to lessons, spoke to pupils and looked at some of their work.
- The lead inspector toured the premises with the headteacher and the administration manager to ensure that the school provides an appropriate environment for pupils. The lead inspector examined health and safety documentation.
- Inspectors examined several policies, schemes of work and plans, as well as documentation relating to health and safety and safeguarding.
- Inspectors held meetings with the headteacher and the deputy designated safeguarding lead, to discuss safeguarding procedures. Inspectors spoke to staff about safeguarding and looked at a variety of risk assessments.
- An inspector talked to parents at the end of the school day and considered the responses to Ofsted's online questionnaire, Ofsted Parent View.
- Inspectors gathered the views of pupils and staff on site through discussions with these groups.

Inspection team

Helen Forrest, lead inspector

Her Majesty's Inspector

Julie Griffiths

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 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;
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills; and
 - 2(2)(h) that all pupils have the opportunity to learn and make progress.
- 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(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; and
 - 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 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(2)(c) where there is a governing body, the name and address for correspondence of its Chair; and
- 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; and
- 32(3)(g) a copy of the report of any inspection carried out under sections 108 or 109 of the 2008 Act or section 87(1) of the 1989 Act.

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; and
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

Early Years Foundation Stage

1.11 Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children’s development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.

- 1.12 Throughout the early years, if a child’s progress in any prime area gives cause for concern, practitioners must discuss this with the child’s parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.

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Piccadilly Gate
Store Street
Manchester
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