

Inspection of Abu Bakr Boys School

72 Queen Mary Street, Walsall WS1 4AB

Inspection dates: 28 to 30 June 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils are polite and respectful. They behave well and are kind to one another. They feel safe and trust the adults who look after them. Pupils learn about and show tolerance to those who may have different beliefs from their own. They have detailed knowledge about other faiths and cultures. This means pupils are well prepared for life in modern Britain.

Pupils say bullying is rare, but it can happen. They trust adults to sort out issues if they happen. Relationships among pupils and between pupils and staff are positive.

Pupils receive a poor quality of education. Curriculum plans are muddled, and teachers are not sure what to teach and when. This results in pupils not retaining the knowledge that leaders want. Teachers have a limited understanding of how to check what pupils remember. Therefore, they do not ensure that learning is helping pupils to progress.

Leaders are passionate and committed to improving the school. However, leaders do not have the skills to be able to fulfil their roles and responsibilities effectively. Many leaders are new to post and have not had the necessary training to understand how to construct an effective curriculum or how to evaluate its impact.

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

Leaders have curriculum plans in place for all subjects. However, little thought has been given to the order of what pupils will learn. Leaders are not clear about how pupils build their knowledge over time. They have not thought about the small blocks of learning that pupils need to know in each unit of work. This means pupils do not build on prior knowledge or remember their learning well enough.

Leaders check what pupils can remember at the end of a unit of work. However, ongoing checks on learning are weak. Many teachers do not regularly check pupils' understanding to identify errors and misconceptions. This means teachers do not accurately know what pupils know and understand. Some teachers do check pupils' learning. However, this is not consistent.

Pupils who struggle to read do not get the support they need. Staff do not understand how pupils use phonics to learn to read. Pupils do not have access to a wide range of high-quality texts. Leaders are committed to developing reading and plans are in place to develop a school library. However, pupils do not read widely and often and there is no culture of reading across the school. Too many pupils who struggle to read do not get the help they need to read confidently and fluently.

The school has appointed a special educational needs coordinator (SENCo). However, the provision for pupils with special educational needs and/or disabilities (SEND) is inconsistent. Some support is appropriate, for example adapting the colour of paper and print size for specific pupils. But this support is inconsistent

across the school. Targets are not reviewed regularly enough. This means the support pupils get is not always what they need.

Teaching practices are highly variable. Teachers lack the subject knowledge to be able to explain aspects of their subjects effectively. As a result, pupils struggle to understand what they should be learning.

All pupils follow a course in Islamic studies. These sessions are well planned and delivered. As a result, pupils remember their learning well. There is an appropriate balance between the faith and secular education curriculum.

In all subjects, there is a severe lack of resources. Pupils do not have the practical resources to be able to learn effectively. For example, they are not able to use the science laboratory as the gas has not been connected, and pupils do not have access to resources that would support their learning in mathematics.

Pupils behave well in lessons. They try hard and low-level disruption is rare. Leaders have implemented a new behaviour policy, which clearly maps out unacceptable behaviour and the subsequent sanctions. Pupils appreciate the clarity. They recognise that since the new policy has been put in place, behaviour has improved considerably.

Leaders have ensured that pupils' personal development is at the heart of the school's curriculum. Pupils learn in detail about the protected characteristics set out in the Equality Act 2010. They know about direct and indirect discrimination and how different groups in society are affected. As a result, pupils can talk confidently about tolerance, acceptance and respect. The work in pupils' books clearly shows that fundamental British values are being actively promoted. Pupils' learning is progressive and develops in complexity as they move from year to year. They learn about challenging topics. For example, pupils in Year 9 learn about female genital mutilation and why this is unacceptable. Pupils receive a well-planned relationships and sex education. They understand the concepts of consent and exploitation.

Pupils are encouraged to understand and respect differences. They are tolerant of views and beliefs that are different to their own. For example, one pupil said: 'It's about finding out what you have in common and finding the middle ground. We know people have different opinions, and we have to respect differences.' This view was shared by all the pupils who spoke with inspectors. Pupils learn about life in modern Britain through a range of visiting speakers, including the police and faith leaders from other religions.

Pupils have aspirations for their future. Some spoke confidently about their ambition to become cardiologists, surgeons, mechanics, electricians or lawyers. Pupils understand the different routes available to them after leaving school. They feel the careers advice, guidance and support they have been given are detailed and are preparing them well for the next stage of their education and employment.

The proprietor and school leaders have not ensured that the independent school standards are met. For example, the school was not clean and there was no hot water. Although these were rectified by the end of the inspection, leaders have not ensured that the standards are met consistently.

The proprietor, chair of the governing body and new headteacher are committed to improving the school. The staff team share this desire. They are beginning to bring about positive change, for example by developing a new behaviour policy. However, systems are not in place to hold leaders to account for the quality of education and the safety of pupils.

The school has an appropriate accessibility plan that complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are not effective.

Safeguarding processes and procedures are not rigorous enough. Leaders have not ensured that all the necessary checks are carried out on staff when they start at the school. The single central record is not completed accurately, and leaders have not been sufficiently trained in carrying out these checks.

Leaders have ensured that all staff are trained in identifying and reporting safeguarding concerns. Staff know who to go to if they have a worry about a pupil. However, staff do not always record low-level concerns or report them to the designated safeguarding lead. This makes it difficult for leaders to build up a broader safeguarding picture of the pupils in their care.

The school's safeguarding policy is up to date on the school's website and informed by the most recent statutory guidance.

Pupils are taught about potential risks that they may encounter. For example, pupils learn about personal safety and how to avoid unsafe situations, such as being around drugs and harmful substances. Pupils are aware of how to keep themselves safe on the internet.

What does the school need to do to improve?

(Information for the school and proprietor)

- Systems for completing and recording the safer recruitment checks on staff are weak. There are gaps and errors in the school's single central record, which potentially places pupils at risk of harm. Leaders should urgently ensure that all pre-employment checks on staff have been made and that the school's single central record is accurate and up to date. Leaders should make sure that the staff managing safer recruitment have the necessary knowledge, understanding and expertise to carry out their roles and responsibilities.

- Leaders do not ensure that staff report and record all safeguarding concerns. This means that leaders do not always have the information needed to identify where pupils may be at risk of harm or in need of support. Leaders should strengthen safeguarding procedures across the school so that there is a heightened culture of vigilance throughout.
- The curriculum is not well planned and sequenced. Not enough thought has been given to how the curriculum is structured or the crucial content that pupils must learn and remember. This means that pupils do not build knowledge over time in a way that helps them to remember it. Leaders need to ensure that the curriculum is well structured, with the precise knowledge that pupils should know clearly identified.
- Some teachers do not have the subject and teaching knowledge they need to be able to deliver the curriculum well enough. They do not know how to check what pupils remember. This means that pupils do not achieve as well as they could across subjects, including English and mathematics. Leaders should ensure that staff have the necessary subject knowledge and teaching skills to deliver the curriculum and to check pupils have remembered what leaders want them to.
- Teachers have limited resources to deliver the curriculum effectively, for example too few English reading books and a lack of science equipment. The proprietor needs to ensure that staff have the essential resources they need to deliver the intended curriculum and to help pupils learn effectively.
- Pupils who struggle to read, including those with SEND, are not getting the support they need to read confidently, fluently and with understanding. Leaders need to ensure they develop a culture of reading throughout the school and have systems in place to support the weakest readers.
- Many leaders are new to their role and do not have the necessary expertise to develop their subject effectively. This means that their subjects are not well managed. Senior leaders need to ensure that leaders at all levels have the necessary knowledge, understanding and expertise to carry out their roles and responsibilities effectively.
- The proprietor has not checked on the quality of education in the school, or on how well the school is meeting the independent school standards. Consequently, several of the independent school standards are not continually or consistently met. In addition, leaders are not getting the support they need to improve the school's curriculum quickly enough. The proprietor should ensure that there are systems in place to challenge and support leaders to bring about improvements to the school's provision so that the independent school standards are consistently met.

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	135483
DfE registration number	335/6013
Local authority	Walsall
Inspection number	10220402
Type of school	Islamic day school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	120
Number of part-time pupils	0
Proprietor	Mohammad Luqman
Headteacher	Monzoor Hussain
Annual fees (day pupils)	£2,000 to £2,400
Telephone number	01922 724149
Website	www.abubakrboyschool.org
Email address	ABBS_admin@abubakrschool.org.uk
Date of previous inspection	9 to 11 May 2018

Information about this school

- Abu Bakr Boys School is an independent Islamic day school that caters for boys aged 11 to 16.
- The school is part of the Abu Bakr Trust.
- Since the previous inspection, a new headteacher has taken up the post. The school no longer has an executive headteacher. There have been significant staffing changes.
- The school does not use 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 has failed to meet the independent school standards. These are the requirements of 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 deep dives in these subjects: English, mathematics, history and personal, social, health and economic education. For each deep dive, inspectors met with subject leaders, examined the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the proprietor, the chair of the governing body, the headteacher, the deputy headteacher and the SENCo.
- Inspectors spoke to two parents by telephone. No replies were received to Ofsted's surveys for parents and carers, staff or pupils. The views of all these groups were heard through meetings and conversations with inspectors.
- Inspectors met with the designated safeguarding lead, headteacher and the office manager to evaluate the effectiveness of the school's safeguarding arrangements. They spoke to a range of staff and pupils. Inspectors scrutinised safeguarding records, including those related to risk assessments, health and safety checks and the safer recruitment of staff.
- Inspectors toured the school premises, checked the school's website and scrutinised the admissions and attendance registers and a range of other documentation to check that the school complies with the independent school standards.

Inspection team

Eve Morris, lead inspector

Her Majesty's Inspector

Janet Satchwell

Ofsted Inspector

Mark Howes

Her Majesty's 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.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 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;
 - 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.
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

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.

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

- 18(2) The standard in this paragraph is met if-
- 18(2)(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment.
- 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(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(3)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether-
 - 21(3)(a)(ii) a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act;
 - 21(3)(a)(v) an enhanced criminal record certificate was obtained in respect of S;
 - 21(3)(a)(vi) checks were made pursuant to paragraph 18(2)(d).

Part 5. Premises of and accommodation at schools

- 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(3) The information specified in this sub-paragraph is-
 - 32(3)(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations.

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.

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