

Inspection of Andalusia Academy Bristol

Old School Building, St Matthias Park, St Philips, Bristol, Avon BS2 0BA

Inspection dates:

8 to 10 November 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

Does the school meet the independent school standards?

No

What is it like to attend this school?

Many aspects of the school's work are in disarray. The proprietor has failed to establish and embed effective school policies and practices over a considerable time.

Pupils do not receive an acceptable standard of education. There is too little emphasis on pupils learning the secular curriculum. Pupils have considerable gaps in their knowledge. While pupils feel safe, trustees do not fulfil their statutory duties to safeguard pupils. This potentially puts pupils at risk of harm.

The English curriculum does not enable pupils to build their foundational knowledge effectively. Some pupils, including those with special educational needs and/or disabilities (SEND), cannot access learning across the curriculum well enough. Learning does not build on what pupils already know. This limits pupils' exposure to the essential knowledge they need.

Pupils learn about fundamental British values. They study different cultures and religions. However, some subject content is superficial, so gaps in pupils' knowledge persist.

Pupils enjoy playing with their classmates at social times. However, some lose concentration in lessons because teachers' expectations of them are too low. At times, this interrupts learning. Most pupils show respect when speaking to adults and their peers. When bullying happens, leaders deal with it quickly. There are no extra-curricular clubs currently.

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

The proprietor has been unable to resolve the deep-rooted failures that pervade the school. Over a significant period of time, the proprietor has failed to ensure that the independent school standards (the standards) are met consistently and securely. Currently, the school fails to meet the standards in parts 1,3, 7 and 8.

Leadership practices are dysfunctional. The school is in financial crisis. It now depends on additional donations to stay open. There have been constant changes in leadership.

There is no substantive headteacher. Current school leaders do not have the necessary basic knowledge to lead the school effectively. They are too reliant on external support to provide direction and clarity. The school's capacity to improve the quality of education and leadership is poor.

Trustees do not understand their legal responsibilities. For example, an admissions register is not maintained as is required by the legislation. The 'Prevent' risk assessment is not informed by an understanding of current online and local risks. The complaints policy is not fit for purpose.

The proprietor closed the secondary phase of the school in July 2022. At the same time, leaders needed to appoint new staff and change the organisation of primary-age classes. However, this is not the root cause of weaknesses in the primary curriculum.

The proprietor and senior leaders do not ensure adequate staff development and curriculum quality. The curriculum is narrow and has limited ambition. Assessment practices are weak. Typically, lesson sequences are disjointed. Often, they do not include age-appropriate content. Some staff lack sufficient subject knowledge. Consequently, the curriculum is poorly implemented across most subjects.

There is a phonics programme in place. However, this is not implemented well. This limits pupils' accuracy and fluency in reading. In mathematics, teachers have access to a scheme of work that includes all the subject content it should. However, staff do not use it effectively. Pupils are not secure in the essential knowledge they need. Staff do not address pupils' misconceptions swiftly.

Leaders' work to ensure that staff understand their responsibilities when teaching pupils with SEND is at an early stage. Staff now seek the views of parents, carers and pupils when conducting educational reviews. Nonetheless, the quality of pupils' individual targets remains hit and miss. At worst, they disregard the school's agreed approaches to teaching, for example in reading.

The proprietor failed to meet standards relating to pupils' welfare and safety at inspections that took place in 2016, 2017, 2020 and 2021. Over the last seven weeks, the proprietor has commissioned external advisers to help improve the culture of safeguarding and pastoral support. Staff are being retrained. Pupils' confidence and resilience are improving. They know how to get help should they need it, for example by using the 'worry boxes' in classrooms. However, it is too soon to ascertain whether staff can sustain their work to identify, help and support the most vulnerable pupils over time.

Leaders manage the safety of the premises adequately. All the required checks are in place. For example, fire safety checks continue to take place in the parts of the building that are not currently in use. Acoustics and lighting in classrooms are suitable. Overall, the building is safe and suitable for use as a school. However, it is not in the best decorative order due to a lack of funds. For instance, leaks to the roof and broken windows have been made safe, but no redecoration has taken place.

Leaders' work to ensure pupils attend well is stringent. There have been no suspensions or exclusions this academic year. Leaders take staff workload into account. However, teachers who are new to the profession do not receive appropriate support.

Safeguarding

The arrangements for safeguarding are not effective.

Statutory requirements are not met. The proprietor does not ensure that leaders have clarity about who is responsible for important aspects of the school's work. For example, designated safeguarding leaders did not know to keep the school's 'Prevent' risk assessment up to date.

The proprietor and trustees do not review the effectiveness of the school's filtering and monitoring systems. They do not keep staff informed about how effective the filtering system is or what websites pupils might be trying to access. This does not assure pupils' safety when working online and potentially puts them at risk.

Over the last seven weeks, there have been improvements to how staff identify, record and act when pupils may be at significant risk of harm. Nonetheless, these notable changes in the culture of safeguarding are too recent for them to be embedded effectively.

What does the school need to do to improve?

(Information for the school and proprietor)

- As a matter of urgency, the proprietor and trustees must secure the safety and well-being of pupils by ensuring that:
 - all designated staff responsible for safeguarding understand their full roles and responsibilities, and they apply secure knowledge and skills to ensure the accurate application of all guidance issued by the Secretary of State set out current legislation
 - there is an up-to-date 'Prevent' policy and risk assessment that pays due regard to known and local risks. Leaders must make sure that all staff understand the requirements of the 'Prevent' duty
 - the school's filtering system is monitored and used to inform leaders about its effectiveness and ongoing risks that pupils face
 - an accurate admissions register is drawn up in line with legislation.
- There is no substantive leadership. The current acting leadership is overly reliant on external support. The proprietor must urgently secure substantive leadership at the school and ensure that leaders at all levels all have the skills and knowledge required to lead an independent school.
- The proprietor does not have enough oversight of the school. The independent school standards are not consistently met. The proprietor must ensure that the standards are met in full and consistently over time.
- The curriculum is narrow and lacks ambition. Staff do not give adequate time to teach some subjects. Pupils have significant gaps in their knowledge. The

proprietor should ensure that the school curriculum is fit for purpose and pupils are well prepared for their next stage of education.

- Staff do not have the basic knowledge they need to implement the curriculum effectively. The curriculum is poorly implemented across most subjects. Assessment practices are weak. The proprietor must make sure that all staff have strong subject knowledge and use their assessments well so that teaching, in lessons and over time, builds on what pupils already know and understand.
- Pupils with SEND do not receive a curriculum that meets their needs. These pupils do not make progress through the curriculum sufficiently well. The proprietor must ensure that pupils with SEND access a suitable curriculum and that teaching is adapted when necessary, so that pupils' individual needs are consistently met.
- Staff do not have high expectations of pupils. Low-level disruption is evident in lessons. Leaders must ensure that teaching sequences are suitably ambitious so that pupils concentrate well and learn all the information they should through the curriculum.
- The curriculum to promote pupils' personal development is not fully effective. There are limited extra-curricular activities. Leaders should refine the curriculum to enrich pupils' experiences.

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.

School details

Unique reference number	130391
DfE registration number	801/6130
Local authority	Bristol City of
Inspection number	10239785
Type of school	Other Independent School
School category	Independent School
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Number of part-time pupils	0
Proprietor	Bristol Islamic Schools Trust
Chair	Ghassan Nounu
Headteacher	Abdul Razak Dahir
Annual fees (day pupils)	£3,5000
Telephone number	0117 291661
Website	www.andalusia-academy.org.uk
Email address	headteacher@andalusiaacademy.org
Date of previous inspection	11 to 13 February 2020

Information about this school

- There have been considerable changes to leadership, staffing and the structure of the school. There have been four headteachers since the previous standard inspection that took place in February 2020.
- The school is an Islamic faith school.
- The school no longer has provision for pupils in the secondary phase or early years. The number of pupils on roll has decreased markedly in recent months. This is in part due to the secondary phase of the school closing in July 2022. However, pupils' stability rates are low. Fourteen primary-age pupils have left the school since September 2022.
- The school's age range is now five to 11.
- The school does not use alternative provision.
- The governing body has been disbanded.
- The previous chair of governors is now the acting headteacher. External support is in place to advise the acting headteacher and other leaders.
- There is an assistant headteacher, a special educational needs coordinator, a designated safeguarding leader and a pastoral support worker. There is an operational manager who leads on health and safety.

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 second routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspection was conducted with no notice.
- The acting headteacher was invited to take a full and active role in the inspection. However, he was absent for most of the inspection or did not take up the invitation to partake in inspection activities. The assistant headteacher, along with other school leaders, took a full and active part in the inspection.
- During the inspection, the proprietor body disclosed its intention to close the school in December 2022.
- Inspectors met with the acting headteacher, assistant headteacher, operational leader and other school leaders. They also met with other staff.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, history, and personal, social and health education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work. Inspectors also reviewed other curriculum areas such as art and science.
- Inspectors reviewed the school's safeguarding documentation and discussed safeguarding with leaders and other staff.
- In making their judgements, inspectors considered the responses to Ofsted's online survey for parents, Parent View. There were no responses to the pupil and staff surveys.
- The lead inspector also held a conversation with the Bristol local authority designated officer. She also met with an external adviser who is providing support to the school.
- Both inspectors held a meeting with two representatives from Bristol local authority.

The school's progress in meeting previously failed standards

During this inspection, we checked whether the school now meets the independent school standards that it was judged to have failed at its previous standard inspection in February 2020.

- The outcome of this part of the inspection is: **the school does not meet all of the previously failed standards.**
- The proprietor has implemented a policy for pupils who speak English as an additional language. However, all other standards that were unmet at the previous inspection and subsequent progress monitoring inspection remain unmet. Over a significant period of years, the proprietor has failed to meet the standards consistently.

The school now meets the following standards

- 32, (1) The standards about the provision of information by the school is met if the proprietor ensures that —
 - (b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language.

Information about the progress monitoring inspection

This inspection was commissioned by the Department for Education (DfE) in order to check the standards that were not met at the previous inspection in February 2020 and November 2021. This was the second progress monitoring inspection the school has received. After the school's previous standard inspection, and the first progress monitoring inspection it was required by the DfE to produce action plans. These were evaluated by Ofsted in November 2022 and March 2022. Both actions plans were found to be not acceptable.

Inspection team

Julie Carrington, lead inspector

His Majesty's Inspector

Philippa Darley

His 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; 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; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- 2A(1) The standard in this paragraph is met if the proprietor-
 - 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
 - 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
- 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(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 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;
- 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;

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.
- 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 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 and which-
 - 33(f) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;
 - 33(g) ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school;
 - 33(h) allows for a parent to attend and be accompanied at a panel hearing if they wish;
 - 33(i)(i) provided to the complainant and, where relevant, the person complained about; and

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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