

Inspection of Lady Aisha Academy

Victoria Road, 2 (Annex Building), Barking, Essex IG11 8PY

Inspection dates: 17 to 19 January 2023

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?

Leaders are ambitious for what pupils can achieve. They ensure that pupils study a curriculum that covers a balanced range of national curriculum subjects in Years 7 to 9. All pupils in Years 10 and 11 study GCSE qualifications in English, mathematics, science, modern foreign languages and humanities which make up the English Baccalaureate range of subjects.

Pupils enjoy coming to school. They are happy and safe, and behave well. Pupils are well mannered and respectful to staff and to each other. Leaders have high expectations, including for the behaviour of pupils. Pupils reported that bullying in the school was rare. When bullying does happen, leaders are swift to address it.

Pupils take part in a wide range of extra-curricular trips and educational visits. They visit London museums and sports venues, and have the opportunity to take part in residential stay overs. Older pupils are role models to younger ones. Pupils are encouraged to take on leadership roles such as prefects and help to lead charity events.

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

Leaders have considered the important knowledge they want pupils to learn. Pupils study a coherent curriculum which builds up their knowledge and skills. Teachers help pupils to gain subject-specific understanding. They support pupils to build a rich understanding of more-complex topics. This is particularly the case in the subjects they go on to study at GCSE.

Teachers have secure knowledge of the subjects they teach. Many are subject experts. Teachers introduce new concepts to pupils clearly. They help pupils to know more and remember more of important content. At times, teachers miss opportunities to check pupils' deeper understanding. As a result, they do not identify and address misconceptions swiftly as they happen. Leaders ensure that pupils who have fallen behind in their learning receive effective support which helps them to catch up.

Pupils have positive attitudes to learning. In class, they listen to teachers and work hard. If pupils get distracted teachers remind them of expectations, which help lessons to continue uninterrupted. Pupils are articulate. Teachers encourage pupils to develop confidence, including when speaking to groups by regularly presenting in assemblies.

Leaders encourage pupils to read widely and often. Teachers help pupils to choose carefully selected reading books. They encourage pupils to use a broad range of vocabulary. Pupils enjoy reviewing and discussing books with teachers. Leaders have put in place systems to identify pupils who need additional support with reading. However, staff have not received specific training to support the minority of weaker

readers with precision so that these pupils develop their reading fluency and confidence.

The school has a well-developed curriculum for personal, social and health education (PSHE) and citizenship. This includes a planned programme of careers education, advice and guidance. Pupils take part in enterprise activities and learn about financial management.

Leaders ensure pupils have opportunities for development beyond academic learning. For instance, school council members feed back views to make the school better. Leaders have focused much of the after-school clubs programme on academic support. Leaders are working to broaden the number of extra-curricular clubs on offer. Teachers encourage pupils to understand about keeping healthy, physically and mentally.

Leaders and staff receive regular training. Teachers update their pedagogical knowledge and skills to become more effective in the classroom. Leaders consider the well-being and workload of staff when making decisions. Staff described leaders as approachable and considerate. Leaders undertake their responsibilities effectively. However, sometimes leaders do not have the sharpness of expertise to further develop key areas of responsibilities.

The proprietor upholds statutory responsibilities, including those related to schedule 10 of the Equality Act 2010. Leaders have ensured that all the independent school standards continue to be met. This includes those related to the safety and management of premises.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have the appropriate knowledge and skills to keep pupils safe in school. Teachers are trained to be alert to the signs that pupils may be at risk of harm. Leaders work well with outside agencies to support vulnerable pupils and their families and get them the help they need. A suitable policy outlining the procedures for safeguarding is available on the school website.

Pupils are taught how to stay safe, including through the PSHE curriculum. This includes age-appropriate learning about healthy relationships, sexual harassment and consent. Pupils are taught how to stay safe online and in their local area.

What does the school need to do to improve? (Information for the school and proprietor)

- Sometimes, teachers do not routinely use pupils' assessment as well as they should. This means they miss opportunities to address any misconceptions in

pupils' understanding. Leaders should ensure that all teachers use assessment effectively so that they deepen pupils' knowledge and skills.

- Leadership expertise in areas of responsibility, including careers education, advice and guidance, and providing support for the weakest readers, is still developing. Leaders should ensure that all leaders, including middle leaders, are supported to build expertise to develop their areas of responsibility with precision.

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	136746
DfE registration number	301/6003
Local authority	Barking and Dagenham
Inspection number	10254657
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	85
Number of part-time pupils	None
Proprietor	Naeem Aslam
Headteacher	Naeem Aslam
Annual fees (day pupils)	£3,900
Telephone number	07376 104 178
Website	www.ladyaisha.co.uk
Email address	enquiries@ladyaisha.co.uk
Date of previous inspection	6 to 8 November 2018

Information about this school

- Lady Aisha Academy is an independent day school for girls with an Islamic ethos, situated in its own building adjacent to the Barking Mosque.
- The headteacher is also the proprietor. There is no governing body.
- The school does not use any alternative provision.
- The school's previous standard inspection took place in November 2018. The school received an additional inspection on 26 September 2019. The school received another additional inspection on 13 February 2020.

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 any impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the headteacher, who is also the proprietor, those responsible for safeguarding and other members of staff with specific leadership responsibilities.
- Inspectors undertook deep dives in science, mathematics, art and computing. Inspectors met with subject leaders to discuss the curriculum and visited a sample of lessons. They also reviewed the work of pupils and met with pupils to discuss their learning.
- Inspectors evaluated the effectiveness of safeguarding through discussions with leaders, staff and pupils. They reviewed school safeguarding policies and records of safeguarding, including the pre-employment checks carried out when appointing new members of staff.
- Inspectors considered responses to Ofsted's online survey for staff and pupils. They also considered the views of parents who had completed the Ofsted online survey for parents, Ofsted Parent View.

Inspection team

Annabel Davies, lead inspector

His Majesty's Inspector

Jonathan Newby

Ofsted Inspector

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Piccadilly Gate
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