Inspection of Al-Burhan Grammar School

Spring Road Centre, 258 Spring Road, Tyseley, Birmingham, West Midlands B11 3DW

Inspection dates: 20 to 22 May 2025

Overall effectiveness	**Outstanding**
The quality of education	**Outstanding**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Outstanding**
Overall effectiveness at previous inspection	Good
Does the school meet the independent school standards?	**Yes**

What is it like to attend this school?

The school expects pupils to work hard and supports them to do their best. Pupils respond exceptionally well to these high expectations. They achieve highly across the curriculum and academic standards are consistently strong. This is reflected in exam results and in their day-to-day work.

The school also supports pupils to be ambitious in their aspirations for the future. To this end, thoughtful careers guidance helps them to make informed decisions about their next steps. Pupils are extremely well prepared to make these choices.

Pupils' conduct and attitudes to learning are exemplary. They are attentive and respectful in class, and get on well with one another. Their excellent behaviour means the school is a calm, orderly place where pupils feel happy and safe.

The school's supportive attention to personal development enables pupils to grow in confidence. It also helps them to recognise safe, healthy relationships. Pupils know the value of respect, courtesy and kindness. They show a mature understanding of fundamental British values and how they can make a positive contribution to society.

The school is highly successful in its aims. It gives pupils a top-quality education and a firm foundation for later life.

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

Since the previous inspection, the school has maintained and strengthened academic standards. The broad curriculum is very carefully designed and aspirational in its aims. It covers, and exceeds, the content and challenge of the national curriculum. This ambitious curriculum is taught by staff with strong subject knowledge. They keep a close eye on pupils' progress through the curriculum and are highly effective.

As with other subjects, the school's reading curriculum is ambitious and well organised. Texts are chosen for their literary merit and are increasingly challenging as pupils move up through the school. Pupils are supported well to meet these challenges. The school provides extra tuition to anyone who may need to catch up with aspects of reading or other learning. In addition, the school has efficient routines to accurately identify any special educational needs and/or disabilities (SEND). It also has links with outside agencies that can provide advice and support should it be required.

Learning in key stage 3 paves the way perfectly for learning in key stage 4. The curriculum and teaching successfully build pupils' conceptual knowledge, with plenty of meaningful repetition and recaps. This supports pupils to grasp the big ideas that reoccur in different subjects. It also prompts them to apply earlier learning to new

situations. Over time, this leads to deep understanding and academic success for pupils. Consequently, standards of attainment are exceptionally high.

The school's high expectations also show in the excellent standard of pupils' behaviour. Because of this, pupils are able to work without distraction. They take pride in their work and develop highly effective study skills. Motivated attitudes are apparent in both staff and pupils. Indeed, staff like working at the school, and feel fully supported by the school to do their jobs to best effect. They show commitment and passion for their work and are well qualified in the subjects they teach.

The school's personal, social and health education programme is firmly established and effective. The school has a strong moral purpose and community spirit. It guides pupils to know the difference between right and wrong and to think of others. They learn what safe, healthy relationships look like and how to take care of themselves. The curriculum is also supported by clubs. Several of these, such as debating club, are run by Year 11 pupils. This gives older pupils responsibilities and supports younger pupils to develop new interests and skills. A culture of reflection and learning from mistakes helps to build pupils' character and resilience.

Pupil leadership roles play a part in giving pupils a voice in school. Since the previous inspection, the school has taken steps to strengthen this aspect. During this inspection, pupils were keen to share their views and ideas about the school. They spoke with eloquent confidence and showed the ability to make themselves heard. This school empowers pupils to articulate their feelings and thoughts, while also teaching them empathy and compassion. Looking ahead, the school aims to do even more to give pupils a voice in school.

The school complies with the Equality Act 2010. Staff understand safeguarding guidance and receive regular updates. All the required checks on adults' suitability to work with children are completed correctly. Required policies, such as the safeguarding policy, are up to date and published on the school's website. The school maintains constructive communication with parents.

The proprietor understands their statutory duties and has recruited a well-qualified staff team. In addition, the proprietor has established a tier of governance to assist with oversight and school development. This brings additional checks on the school's work. These actions have supported the school to maintain its strong performance and compliance with the independent school standards.

Pupils' high levels of achievement, coupled with informed careers guidance, enables them to make ambitious plans for their futures. This sets them up very well to make the most of their excellent education.

Safeguarding

The arrangements for safeguarding are effective.

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	134034
DfE registration number	330/6104
Local authority	Birmingham
Inspection number	10374902
Type of school	Other independent school
School category	Independent day school
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	126
Number of part-time pupils	0
Proprietor	Al-Burhan Foundation
Chair	Dr Mohammad Nasrullah
Headteacher	Dr Mohammad Nasrullah
Annual fees (day pupils)	£4,500 to £4,800
Telephone number	0121 440 5454
Website	www.alburhan.org.uk
Email address	admin@alburhan.org.uk
Dates of previous inspection	5 to 7 July 2022

Information about this school

- Al-Burhan is a selective, Islamic independent day school for girls aged 11 to 16.
- The school opened in 2002, providing for a small number of pupils. In 2013, the school moved to its current premises which were once an NHS day-care centre. The premises have been successfully modified to function as a school. There are approved plans to build a purpose-built school on the current site.
- There are no pupils with SEND. No pupils have an education, health and care plan.
- 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 meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the third routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met and talked with the headteacher, assistant headteacher, staff and pupils. The lead inspector spoke on the telephone with the chair of the governing body.
- Inspectors carried out deep dives in these subjects: mathematics, science, history, and art and design. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited classrooms, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They also considered the curriculum in other subjects to check how they were organised, taught and assessed.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed staff and pupil interactions. They observed pupils' behaviour in lessons, breaktimes and at other times during the day.
- Inspectors took account of the responses to Ofsted Parent View and staff survey.

- Inspectors reviewed a range of documentation published on the school's website. They checked the premises and looked at documents and records kept in school.

Inspection team

Martin Pye, lead inspector	Ofsted Inspector
Gwen Onyon	Ofsted Inspector

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