

Andalusia Academy Bristol

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

Inspection dates

26–28 September 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is an inadequate school

- Leadership and management are inadequate because the trustees have not ensured that the independent school standards are met in full.
- The trustees and those responsible for governance do not check the work of senior leaders robustly. They do not have systems in place to test the accuracy of the information they are given about pupils' outcomes.
- Leaders do not check the quality of teaching and learning with sufficient rigour. They do not have an in-depth understanding of the weaknesses in the quality of teaching, learning and assessment.
- Leaders' systems for managing the performance of staff are weak.
- Middle leaders do not have an accurate understanding of outcomes within their subjects.
- Teachers lack the subject knowledge and understanding to accurately assess pupils' outcomes. Consequently, although assessment information provided by the school appears strong, it is not an accurate reflection of pupils' actual outcomes.
- Teachers do not plan activities which build upon previous learning, particularly in the primary phase and the early years. There is considerable underachievement for lower-ability pupils, those who have special educational needs and/or disabilities and the most able.
- Attendance is below the national average. The school's work to tackle this has yet to have a significant impact.
- Governors do not carefully check that the school's policy for the safe recruitment of staff is implemented effectively.

The school has the following strengths

- The majority of pupils go on to further education when they leave Year 11.
- The school ensures that pupils develop their spiritual, moral, social and cultural awareness effectively.
- Leaders have developed links with the local community and strengthened relationships with parents and carers.
- Pupils have a secure understanding of what it means to be a British Muslim.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the report.

Full report

What does the school need to do to improve further?

- Improve leadership and management by ensuring that:
 - trustees and those responsible for governance hold the school leaders stringently to account and develop the skills required to check the accuracy of the school's self-assessment
 - trustees and those responsible for governance urgently establish processes for systematically checking the school's effectiveness against the independent school standards
 - leaders put in place a thorough programme of monitoring which checks the impact teaching has on increasing pupils' progress
 - senior leaders hold teachers rigorously to account for the performance of all groups of pupils
 - leaders develop systems to check the accuracy and robustness of the school's assessment information
 - middle leaders develop the skills, knowledge and understanding required to fulfil their roles effectively
 - poor teaching is tackled swiftly and effectively
 - attendance rises for all pupils so that it more closely matches the national average
 - governors rigorously check the implementation and effectiveness of their policy for the safe recruitment of staff in order to ensure the welfare of pupils.
- Rapidly improve the quality of teaching, learning and assessment so that pupils achieve well and make good progress by ensuring that:
 - staff have high expectations of what pupils, including the most able, can achieve
 - teachers, particularly in the primary phase, have a secure knowledge of the subjects they teach as well as the precise learning steps required for pupils to make strong progress
 - pupils with lower prior attainment and those who have special educational needs and/or disabilities receive the support they require to address gaps in their learning
 - teachers assess accurately what pupils can do and align this with age-related expectations
 - early years staff accurately assess children's on-entry skills and knowledge and then use this information to plan learning that meets children's needs
 - staff receive high-quality training to enable them to develop their skills in planning and delivering lessons which effectively meet the needs of all pupils.

The school must meet the following independent school standards

- Ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, takes into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care (EHC) plan (paragraphs 2(1), 2(1)(b), 2(1)(b)(i)).
- Ensure that a written curriculum policy, plans and schemes of work provides all pupils with the opportunity to learn and make progress (paragraphs 2(2), 2(2)(h)).
- Ensure that the teaching at the school is effective (paragraph 3).
- Ensure that pupils 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 (paragraph 3(a)).
- Ensure that teaching at the school 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 (paragraph 3(b)).
- Ensure that the teaching at the school involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3(c)).
- Ensure that the teaching at the school 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 (paragraph 3(d)).
- Ensure that teaching at the school demonstrates good knowledge and understanding of the subject matter being taught (paragraph 3(e)).
- Ensure that teaching at the school utilises effectively classroom resources of a good quality, quantity and range (paragraph 3(f)).
- Ensure that teaching at the school demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to plan teaching so that pupils can progress (paragraph 3(g)).
- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school (paragraphs 7, 7(a)).
- The proprietor should ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role, fulfil their responsibilities effectively, consistently meet the independent school standards, and actively promote the well-being of pupils (paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

Inspection judgements

Effectiveness of leadership and management

Inadequate

- The trustees, governors and leaders do not check the work of the school to ensure that it meets all of the independent school standards. This was an area identified at the previous standard inspection as well as the subsequent progress monitoring inspection. A number of the unmet standards reflect the school's failure to provide pupils with an acceptable standard of education. Consequently, leadership and management in the school is inadequate.
- The school's evaluation of its own performance is overgenerous. This is because leaders' understanding of the school's strengths and weaknesses is inaccurate. Monitoring of teaching and learning lacks rigour. As a result, leaders have not identified weaknesses in teaching or pupils' progress.
- Leaders have not checked the accuracy of teachers' assessment. They have taken comfort in the apparent strength of outcomes in the Year 1 phonics screening check and at the end of key stage 1 and key stage 2. Inspection activities found these outcomes to be inaccurate and, in many cases, overgenerous. Over a period of time, inaccurate assessment has masked significant weaknesses in the quality of teaching, learning and assessment.
- Senior leaders have not ensured that middle leaders in the primary phase have the knowledge or skills required to check the quality of teaching and standards in their subjects. Monitoring by these leaders is infrequent and lacks focus. As a result, they do not have a sufficient understanding of the quality of provision or of pupils' outcomes. In the secondary phase, middle leadership is more developed but still lacks the level of rigour required to enable leaders to accurately identify weaknesses in their subjects.
- Leaders have not ensured that the school's system for managing staff performance is implemented effectively. They do not hold staff to account for their teaching or the outcomes of their pupils. Leaders have not put in place the training required to enable staff to address gaps in their subject knowledge or develop their assessment practices.
- The school's curriculum and schemes of work cover a suitable range of subjects. Leaders have made changes to the school's GCSE provision so that it better meets the needs and aspirations of pupils. For example, the school is now offering a single science option and provides pupils with the opportunity to study geography at GCSE. In the primary phase, leaders have developed the school's physical education curriculum so that pupils have the skills and knowledge required to compete competitively with other local schools. For example, during the inspection, pupils were studying the rules and tactics that apply to the game of netball.
- Pupils develop a good awareness of the spiritual, moral, social and cultural aspects of the curriculum. Leaders are committed to instilling in the pupils an understanding that British and Muslim values are one and the same. Adults help prepare pupils well for life in modern Britain.
- Leaders and governors have been proactive in building community links and developing relationships with parents and carers. The school is also engaging more with other outside agencies that it was in the past. Parents and carers spoken to during the

inspection, as well as those who completed the online survey, were generally positive about the school and the support it is providing for their children.

Governance

- Governors have not ensured that the independent school standards are met, particularly those relating to the quality of education provided by the school.
- Governors have not responded with the required level of urgency to ensure that they have a detailed understanding of the school's performance against the independent schools standards. The need for governors to carry out systematic and robust checks against the standards was an area for improvement identified at the previous standard inspection, as well as the subsequent progress monitoring inspection.
- Governors bring a wealth of strategic expertise to their roles and are developing their understanding of how these skills can be used in an educational setting. Minutes of governing body meetings show that monitoring is still in its early stages and governors do not yet have the skills or understanding to sufficiently hold school leaders to account. Similarly, they do not routinely test out the accuracy of the information they are given about the school's performance.
- Governors understand their development needs. They have made initial links with a local group of schools in order to strengthen leadership within Andalusia Academy. However, governors recognise that they have been too slow in getting the required support in place.
- Governors have ensured that the school has put in place a set of policies which are in line with statutory guidance. However, they are not proactive in checking that the procedures outlined in these policies are being implemented by school leaders.

Safeguarding

- Since the previous inspection, leaders' actions have improved the school's child protection practices. Consequently, the arrangements for safeguarding are now judged to be effective.
- The school's safeguarding policies are in line with statutory guidance and are published on its website. There is a positive culture of safeguarding in the school. Training is up to date and staff demonstrate a good understanding of the school's procedures. They are clear about how to make referrals and have a good understanding of the ways in which pupils may be at risk. However, governors have not carefully checked for themselves that their policy for the safe recruitment of staff is being implemented effectively.
- The school has established good links with the Bristol Safeguarding Children's Board. The school has also audited its procedures in line with best practice.
- The designated leader for safeguarding shows a secure understanding of the vulnerabilities faced by pupils. Strong links have been established with external agencies, especially regarding female genital mutilation, children missing from education and the risk of radicalisation. The school has worked closely with parents and carers in order to forge a collaborative approach to keeping children safe.

- Pupils told inspectors that they feel safe in school and well supported by leaders and other members of staff. They receive effective and age-appropriate information regarding how to stay safe online as well as about relationships.

Quality of teaching, learning and assessment

Inadequate

- The quality of teaching, learning and assessment is inadequate. It is particularly weak in key stage 1 and key stage 2, where pupils do not make the progress of which they are capable.
- Teachers' planning is poor. Teachers do not take into account what pupils know, understand and can do. Consequently, teachers plan work which is routinely either too hard or too easy. The most able pupils are not challenged and low-attaining pupils are not supported in addressing gaps in their understanding. This leads to significant underachievement for these groups of pupils.
- In the primary phase of the school, teachers' expectations of what pupils can achieve are too low. In the secondary phase, the level of expectation varies between subjects. For example, in geography, some work seen in the books of key stage 3 pupils was in line with key stage 1 national curriculum objectives. Where teaching is stronger, for example in history in the secondary school, teachers have high expectations, draw on pupils' prior learning and use a range of resources to aid and support pupils' understanding of key concepts. However, leaders are not using this practice to develop the skills of other teachers in the school.
- The school's assessment practices are weak. In key stage 1 and key stage 2, teachers and leaders have an overgenerous view of how well pupils are performing. Teachers do not have a secure understanding of the national curriculum objectives and are, therefore, unable to assess accurately if pupils are working at or above the expectations for their age. This is especially the case when assessing the quality of pupils' writing.
- Teachers are not consistently providing pupils with guidance to improve their work which is in line with the school's policy. Mistakes made by pupils are often not picked up and, as a result, misconceptions have become embedded in pupils' learning. This is impeding pupils' progress as well as further weakening the accuracy of the school's assessment information.
- The teaching of primary mathematics is particularly weak. The school has adopted a mathematics scheme of work to aid teachers in planning lessons which are in line with age-related expectations. However, teachers do not adapt these plans to meet the varying needs of the pupils in their classes, especially the most able. Work in mathematics books seen across key stage 1 and key stage 2 shows that, although teachers are identifying that pupils have not understood a concept, no support or intervention is provided. As a result, rather than catching up, some lower-attaining pupils are falling further behind in their mathematical understanding.
- Writing in pupils' books demonstrates weaknesses in teachers' subject knowledge. Teachers do not have a secure understanding of the learning steps required to enable pupils to develop basic skills and then apply these to their writing. Pupils repeatedly make the same mistakes. For example, work in pupils' books across the primary and secondary phase confirm the omission of capital letters and full stops. In some cases, low

expectations from teachers have led to a regression in basic sentence construction. In the primary phase, pupils do not have opportunities to apply their writing skills across a range of subjects or in different contexts. This is limiting pupils' progress, especially for the most able.

- The teaching of phonics is failing to meet pupils' needs. Insufficient account is taken of pupils' outcomes at the end of early years and, consequently, pupils' needs are not being met. During the inspection, the school's information regarding the proportion of pupils meeting the standard in the Year 1 phonics check was found to be inaccurate.
- Pupils enjoy reading and talk enthusiastically about books. However, the school is not providing pupils with sufficient opportunities to develop their reading skills. Teachers do not regularly check the appropriateness of pupils' reading books. Pupils told inspectors that their current reading books were too easy for them and this was confirmed when hearing pupils in the primary phase read.
- Teaching does not consistently meet the learning needs of pupils identified by the school as having special educational needs and/or disabilities. Planning to address gaps in pupils' understanding lacks precision and the support they receive is, therefore, too general. Consequently, the quality of teaching is not enabling these pupils to catch up with their peers.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Teachers accept pupils' work which is not always well presented. As a result, some pupils do not take sufficient pride in their learning and so do not complete tasks as well as they can.
- Teachers foster good relationships with pupils. Consequently pupils feel safe and well cared for. This was a view shared by the majority of parents and carers who spoke to inspectors or completed the online survey.
- The leader responsible for pastoral support and guidance has put in place a well-structured programme of careers advice. From Year 7, pupils are given opportunities to develop their life-skills which prepares them effectively for the next stage of their education, training or employment. Pupils are encouraged to 'think big' when considering their options for further education and this is effectively raising aspiration among pupils.
- Pupils know what constitutes bullying and can explain verbal, physical and online bullying. They know how to stay safe online and have been taught not to give out any personal information. Pupils are confident that the adults in school will deal effectively with incidents of bullying that are reported to them.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils generally behave well in class and conduct themselves appropriately around the

school at lunch and breaktimes. They are courteous, polite and respectful to adults and to their peers.

- Pupils who spoke with inspectors said they like the school's new approach to promoting good behaviour and can see the positive impact this is having. However, when work does not meet pupils' needs, some find it difficult to concentrate and become easily distracted.
- Attendance is below the national average. Leaders are monitoring pupils' absence so that they know that pupils are safe. However, efforts to raise attendance, including liaison with outside agencies, are not yet having an impact on reducing the number of pupils who are persistently absent from school. Despite the school's efforts, too many parents and carers are still taking their children out of school during term time.

Outcomes for pupils

Inadequate

- Outcomes for pupils are inadequate because too many pupils in the primary phase of the school fail to make the progress of which they are capable. Outcomes in the secondary phase are stronger but there is still some underachievement for pupils with lower prior attainment, those pupils who have special educational needs and/or disabilities and the most able.
- Weaknesses in the school's assessment procedures, combined with underdeveloped teachers' subject knowledge, have led to assessment information in the primary phase being inaccurate.
- In the 2017 Year 1 phonics screening test, school information stated that the proportion of pupils working at the expected standard was broadly in line with the national average. However, inspection evidence highlighted inaccuracies in these assessments. The teaching of phonics in key stage 1 fails to take account of pupils' early years outcomes and, consequently, progress is weak.
- The 2017 key stage 1 teacher assessment outcomes do not match the quality of work in pupils' books. In writing and mathematics, pupils either do not have a firm grasp of basic skills or, when they do, planned learning does not allow them to deepen their understanding. In reading, writing and mathematics, inspection evidence confirms that the proportion of pupils working either at or above the standard expected for their age is below that found nationally. In addition, progress in pupils' books indicates that there is considerable underachievement from pupils' different starting points. This is particularly the case for pupils with lower prior attainment, those pupils who have special educational needs and/or disabilities and the most able.
- Across key stage 2, pupils' writing skills are below the standards expected for their ages. Although the outcomes of the 2017 English grammar, punctuation and spelling test were above the national average at the end of the key stage, evidence in pupils' books shows that pupils do not consistently apply these skills in their own writing. Consequently, a number of pupils go into key stage 3 still needing to develop their basic writing skills.
- At the end of Year 6 in 2017, the proportion of pupils working at the expected standard in mathematics was above the national average. The proportion working at the higher standard was broadly in line with the average. However, in other year groups across key stage 2, pupils' books show underachievement for pupils, especially lower-prior-attaining

pupils, those pupils who have special educational needs and/or disabilities and the most able.

- Although stronger, outcomes in the secondary phase are inconsistent across year groups and subjects. In 2017, the school was particularly pleased with pupils' GCSE results in English, English literature, history, religious studies and Arabic. These results reflect the quality of teaching seen during the inspection.
- However, in mathematics and the science subjects, outcomes were lower. From their various starting points, too few pupils achieved the expected standards, and in particular, went onto achieve the higher grades. The school recognises that, as found lower down the school, this is due to lack of challenge for the most able pupils and imprecise support for pupils with lower prior attainment.

Early years provision

Requires improvement

- In 2017, the proportion of children achieving a good level of development was below the national average. While for the majority of children, attainment at the end of the Reception Year represents progress in line with that typically expected, not enough children make progress above this.
- The school's initial assessments lack accuracy. Although the school assesses most children as entering the school with skills and abilities below those typical for their age, inspection evidence indicates that a number of children come in higher than this. Although children have only been in school a couple of weeks, observations of their learning showed that some were already able to understand instructions, speak in clearly formed sentences and show awareness of basic number.
- Teaching in the early years lacks challenge for the most able children. Expectations of what these children can achieve, especially in their reading, writing and number work are too low. Teachers do not use their prior knowledge of children's learning to build consistently on what children already know, understand and can do. Some repetition of learning that has already been mastered leads to slower progress.
- Children with additional needs are well supported. For example, those with speech and language difficulties or weaknesses in their fine motor control. Where required, early years staff work well with other agencies. Needs are identified early with interventions quickly put in place. Children who speak English as an additional language are well supported.
- Early years staff have worked hard to create a learning environment which is stimulating and engaging. Provision inside and outside of the classroom gives children a range of exciting opportunities to learn and explore. Early reading and writing is promoted and children enjoy writing for a purpose. For example, labelling Lego models, writing menus and recipes for the mud kitchen and sending postcards to their home addresses.
- The school's systems for recording children's achievements and evaluating learning and progress are still being developed. Adults' comments too often describe the activities that children have undertaken rather than the learning that has taken place. This makes it difficult for leaders to pinpoint children's progress precisely.
- Leaders have been successful in engaging more parents and carers in their children's learning. A move to electronic recording of children's achievements has made it easier for

parents and carers to be active participants and contribute to their child's learning at home.

- Staff provide meetings to help parents and carers understand how to support their child's learning, for example a phonics workshop for parents and carers. Parents and carers spoken with were pleased with the support provided by early years staff.
- Although children have only been in school a couple of weeks, staff have already established clear routines and children respond well to these. Relationships are strong. Children behave well and feel safe and secure.
- Safeguarding is effective and all welfare requirements are met.

School details

Unique reference number	130391
DfE registration number	801/6130
Inspection number	10039498

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	4 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	259
Number of part-time pupils	0
Proprietor	Bristol Islamic Schools Trust
Chair	Ghassan Nounu
Principal	Shahnaz Maqsood
Annual fees (day pupils)	£3,000–£3,500
Telephone number	0117 929 1661
Website	www.andalusiaacademy.org.uk
Email address	admin2aab@bist.org.uk
Date of previous inspection	13–15 July 2016

Information about this school

- Andalusia Academy Bristol is an independent Muslim faith school operated by the Bristol Islamic Schools Trust, which is the proprietor. It began operating in 2005.
- A new principal took up her post from 1 October 2016. In addition, the trustees established a new governance structure, which has been in place since 1 January 2017. The governing body is led by the chair of governors, who took up post on 1 January 2017.
- The majority of pupils on roll are girls. The trustees took the decision to cease admitting boys in Years 7 to 11 from September 2016. Pupils are mainly from Pakistani or Somali

heritages. A large number speak English as an additional language when they enter the school.

- Pupils are educated in mixed classes from the Reception Year up to Year 6.
- The school does not use alternative provision.
- The proportion of pupils who have a statement of special educational needs or an EHC plan is well below the national average.
- The school's last standard inspection took place on 13–15 July 2016 and it was judged to be inadequate. This was followed up by a progress monitoring inspection on 5 April 2017.

Information about this inspection

- Inspectors visited classrooms and many of these visits were made jointly with senior leaders. Pupils' learning was observed across the school. Throughout the inspection, inspectors scrutinised pupils' work from both this year and the previous academic year.
- During the inspection a social care inspector was in the school for one day.
- Discussions were held with school leaders, staff, two members of the governing body and the chair of the Bristol Islamic Schools Trust.
- Inspectors looked at the school's evaluation of its own performance, its improvement plan, a number of key school policies and the minutes of meetings of the governing body and the trust. They also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors spoke with pupils throughout the inspection to seek their views and listened to a selection of them read.
- Inspectors took account of eight responses to Ofsted's online survey, Parent View, including a number of free-text responses. Inspectors also spoke to a number of parents and carers during the inspection.

Inspection team

Jonathan Dyer, lead inspector

Her Majesty's Inspector

Nathan Kemp

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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