

ANDALUSIA'S PROGRESS

**OFSTED REPORT
26-28 SEPTEMBER 2018**

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

2017

- The trustees, governors and leaders do not check the work of the school to ensure that it meets all of the independent school standards.
- A number of the unmet standards reflect the school's failure to provide pupils with an acceptable standard of education.
- 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.
- Leaders have not checked the accuracy of teachers' assessment.

2018

- Leaders have a shared vision for the school.
- They demonstrate a strong desire to improve the school and are clear about the school's strengths and weaknesses.
- Leaders are accurate in their evaluation of the quality of teaching and learning.
- Since the previous inspection, leaders have developed systems for assessing, monitoring and evaluating the progress pupils make across the curriculum.
- Middle leaders share senior leaders' vision to improve the quality of education.
- Following the previous inspection, leaders have sought out schools and specialists they can work with to improve the quality of education.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

2017

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.

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.

Governance

Governors have not ensured that the independent school standards are met, particularly those relating to the quality of education provided by the school.

2018

Leaders and those responsible for governance have introduced new mechanisms to improve their understanding of the independent school standards (ISS). Through their reviews of each part of the standards, they can identify standards which are strongly met and those that are less so.

Staff morale is high due to the good support they receive from leaders and through the strong work ethic of the staff.

Pupils feel they are listened to and can give examples when leaders have made changes as a result of 'student voice'.

Pupils with special educational needs and/or disabilities benefit from leaders who have strong knowledge of each pupil's needs and the agencies who are available to provide support and guidance.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

2017

- 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.
- Governors do not routinely test out the accuracy of the information they are given about the school's performance.

2018

- Leaders have prioritise pupils' spiritual, moral, social and cultural development and teaching about British values. Pupils have a good understanding of a range of faiths and cultural traditions.
- All the policies that are required by the ISS are in place and inspection evidence shows that these are followed closely.

Governance

- The new arrangements for governance are improving the scrutiny of the school's work from which the principal and leaders are held to account.
- Governors have begun to deepen their understanding of the ISS.

SAFEGUARDING

2017

- The arrangements for safeguarding were judged to be effective.

2018

- The arrangements for safeguarding are effective.
- The school's work to keep children safe is a strength of the school.
- The leader with specific responsibility for safeguarding has a very clear understanding of her role and ensures that referrals are made in good time.
- A high proportion of pupils are at risk of missing education. School staff are following the guidance issued by the local authority closely and efforts are made to track the whereabouts of these pupils.
- Governors have invested in improvements to the electrical safety of the building. Leaders have carried out risk assessments for the building, activities and specific pupils' needs

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

2017

- 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.
- 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.
- The teaching of primary mathematics is particularly weak.
- The teaching of phonics is failing to meet pupils' needs.
- Teachers are not consistently providing pupils with guidance to improve their work which is in line with the school's policy.

2018

- The quality of teaching, learning and assessment **varies widely** across the school.
- **Some** of the learning that **teachers plan does not sufficiently have clear purpose.**
- Work seen in books shows that the training staff have received has led to an improvement in the quality of teaching of mathematics since the previous inspection
- The quality of feedback that teachers provide to pupils and the impact that it has is **variable** across classes.
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QUALITY OF TEACHING, LEARNING AND ASSESSMENT

2017

- 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.
- Writing in pupils' books demonstrates weaknesses in teachers' subject knowledge.

2018

- Teaching staff have established positive relationships with the pupils in their classes. Teaching is used effectively to develop pupils' personal and social development.
- Leaders and teachers plan activities and visits that proactively challenge stereotypical views.
- Pupils' attitudes and progress in their knowledge and recitation of the Qur'an is strong.
- Teachers' subject knowledge is generally good but further work is needed to improve this in a few subjects,

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

2017

- The school is not providing pupils with sufficient opportunities to develop their reading skills.
- Teaching does not consistently meet the learning needs of pupils identified by the school as having special educational needs and/or disabilities.

2018

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

2017

- 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.

2018

- The introduction of 'Tarbiyah', a programme to develop pupils' understanding of aspects of Islamic practice, is helping to develop pupils' understanding of the importance of good habits and showing respect.
- Teachers and leaders promote pupils' spiritual, moral, social and cultural development well.
- Leaders have... initiated the school's partnership with the National Citizenship Scheme. This is providing some of these pupils with opportunities to develop their life skills, such as budgeting, team building and personal organisation.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

2017

2018

- The school's work on careers advice and guidance meets the requirements of the ISS.
- Inspectors found pupils to be ***well mannered and polite towards visitors***. Pupils are articulate in expressing their views and feel that staff are sensitive to their needs, know each pupil well and treat pupils equally.
- Parents are pleased with their children's welfare at school.

BEHAVIOUR

2017

When work does not meet pupils' needs, some find it difficult to concentrate and become easily distracted.

Attendance is below the national average.

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.

2018

- This term, leaders have bought in specialist support to help them in their work with parents to improve pupil attendance.
- Since the previous inspection, fixed-term exclusions have been high. **However, there has been a significant reduction this term.** There have been **no permanent exclusions since the previous inspection.**
- The number of instances of poor behaviour is reducing steadily.
- Punctuality has improved significantly over the last year. Relatively few pupils are now regularly late for school. School staff are determined to reduce this even further and the trajectory of improved punctuality has continued this term.

OUTCOMES FOR PUPILS

2017

- 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.
- The 2017 key stage 1 teacher assessment outcomes do not match the quality of work in pupils' books.

2018

- The progress pupils make across the school is highly variable. [Some pupils, particularly in key stage 2, are still catching up following a legacy of poor-quality teaching and learning for several years.]
- Although pupils in Years 2 to 6, and pupils who are working below the standards expected from their age, **are making progress** it is **not rapid enough**.
- Strongest progress continues to be seen in the secondary phase.
- The **quality of writing seen by current pupils is stronger**. However, pupils do not have the broad vocabulary to draw on to enhance their writing and their spelling, punctuation and grammar lack precision.

OUTCOMES FOR PUPILS

2017

- 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.
- Across key stage 2, pupils' writing skills are below the standards expected for their ages.
- In maths 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.

2018

- Current year 1 pupils are making better progress in phonics.
- Pupils' attainment at the end of key stage 4 continues to be strong.
- In 2018, the proportion of pupils reaching the expected standard by the end of key stage 2 was ***in line with the provisional national average figures in reading, writing and English grammar, punctuation and spelling.***

OUTCOMES FOR PUPILS

2017

- Outcomes in the secondary phase are inconsistent across year groups and subjects.
- 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.

2018

- End of key stage I tests ... show that **pupils' reading comprehension skills and mathematics are strong.** (punctuation and grammar and their spelling is not as secure)
- Current pupils in key stage I are **making good progress** however the most able pupils are not routinely challenged sufficiently.
- Pupils benefit from work experience in areas of employment that interest them

EARLY YEARS

2017

- The proportion of children achieving a good level of development was below the national average.
- The school's initial assessments lack accuracy.
- Teaching in the early years lacks challenge for the most able children.
- The school's systems for recording children's achievements and evaluating learning and progress are still being developed.

2018

- A more accurate understanding of what children know, understand and can do is improving the quality of education in the early years.
- Senior leaders have engaged support from the local authority, a neighbouring nursery school and a network of primary schools in the city. This ensures that early years staff, who are new in their roles, receive the guidance and advice they need.
- Children behave well in the early years. They have settled quickly, follow routines and show care for one another.
- Staff actively challenge gender stereotypes and ensure that equality of opportunity is promoted.

EARLY YEARS

2017

2018

- The proportion of children reaching a good level of development has improved since the previous inspection.
- In 2018, this was **above** the level seen typically nationally.
- Children are safe as the result of training that staff undertake, for example in the paediatric first aid.
- Parents are particularly happy with how well their children have settled.