



ISI Independent
Schools
Inspectorate

Report for a Progress Monitoring Visit

Abrar Academy

May 2022

School's details

School	Abrar Academy			
DfE number	888/6109			
Address	Abrar Academy 34-36 Garstang Road Preston Lancashire PR1 1NA			
Telephone number	01772 828732			
Email address	info@abraracademy.com			
Principal	Mr Huzayfa Wadee			
Proprietor	Mr Fazlehaq Wadee			
Age range	11 to 21			
Number of pupils on roll	99			
	Day pupils	28	Boarders	71
	Seniors	72	16-21	27
Date of visit	18 May 2022			

1. Introduction

Characteristics of the school

- 1.1 Abrar Academy is an independent Muslim faith day and boarding school. It is registered as a single sex school for male pupils. A commitment to a programme of Islamic faith education is a requirement for admission to the school. Pupils take GCSE examinations in their final year at the school, however a number of pupils choose to stay on to complete further Islamic studies. The school was founded in 2009 and is owned and governed by the sole proprietor as a part of the Al Badr Islamic Trust, supported by an advisory governing board. The boarding facilities are situated a short walk away from the main school site. Open areas within the school and nearby park and other community facilities are used for physical education. The school has identified five pupils with special educational needs and or disabilities (SEND), all of whom receive additional support. No pupil at the school currently has an education health and care (EHC) plan. One pupil receives additional support for English as a foreign language (EAL).
- 1.2 The school's previous inspection was a focused compliance and education quality inspection in September 2021.

Purpose of the visit

- 1.3 This was an unannounced progress monitoring visit at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the focused compliance and education quality inspection in September 2021. The visit focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the National Minimum Standards for Boarding 2015.

Regulations which were the focus of the visit	Team judgements
Part 1, paragraph 2(1)(a), 2(1)(b)(i) and 2(2)(a), (e)(ii) and (iii), (g) and (h) (curriculum)	Not Met
Part 1, paragraph 3(a to g) (teaching)	Not Met
Part 1, paragraph 4 (framework for pupil performance)	Not Met
Part 3, paragraph 7 (safeguarding) and 8 (safeguarding of boarders); NMS 11	Met
Equality Act 2010 (accessibility plan); NMS 16	Met
Part 6, paragraph 32 (provision of information)	Met
Part 8, paragraph 34 (leadership and management); NMS 13	Not Met

2. Inspection findings

Quality of education provided – curriculum [ISSR Part 1, paragraph 2(1)(a), 2(1)(b)(i) and 2(2)(a), e(ii) and (iii), (g) and (h)]

- 2.1 The school does not meet the standard.
- 2.2 The school has produced an adequate curriculum policy which is implemented effectively to provide pupils with a suitable curriculum covering all required areas. This now includes art and religious studies in Years 7 to 9 with appropriate technological study for pupils in Years 7 to 11. All GCSE pupils take English language and literature as well as history and geography. Citizenship is a compulsory course for all pupils in Years 7 to 11. Additionally, the curriculum for pupils above compulsory school age, which focuses primarily on Islamic studies, now includes A-level options in sciences and mathematics. This now provides a suitable curriculum for pupils above compulsory school age.
- 2.3 Satisfactory schemes of work cover all subjects apart from Arabic and Urdu. Increased curriculum resourcing has resulted in a satisfactory programme of lessons. Scrutiny of a range of pupils' work books and schemes of work as well as lesson observations confirms this is the case.
- 2.4 The curriculum provision, as documented in written policies, plans and schemes of work does not yet take sufficient account of the needs of pupils of all abilities, in particular those with special educational needs and/or disabilities (SEND), although such pupils have appropriate access to the curriculum. The requirement to ensure that all pupils have the opportunity to make progress is not met. The process to identify the specific needs of pupils including those with SEND is not sufficiently developed. It does not provide sufficient information to enable teachers to track and monitor pupils' on-going progress adequately.
- 2.5 The school's careers education does not meet requirements. It currently only takes place in Years 10 and 11 as an optional part of the school's Saturday morning programme. This is supported by limited input within the personal, social and health education (PSHE) programme taught on weekdays. The content of these two elements, and the optional nature of the Saturday morning element, are insufficient to enable pupils to make informed career choices and fulfil their potential.

Quality of education provided – teaching [ISSR Part 1, paragraph 3(a to g)]

- 2.6 The school does not meet the standard.
- 2.7 The school has made appropriate progress in some areas. The school day has been suitably revised to include both a morning and afternoon break for the pupils as well as an extended lunch break. This has helped to reduce pupil fatigue ensuring pupils are suitably motivated. This has been achieved by reducing the time allocated to Islamic teaching, enabling increased time for teaching other curriculum subjects. Pupils in discussion said they welcome this change; they are consequently less tired during the school day and have a greater range of learning opportunities.
- 2.8 Much work has been undertaken to improve teaching methods including training provided by external consultants. Teaching now demonstrates good subject knowledge and understanding of relevant subject areas. It is supported by adequate resources including the effective use of newly installed interactive screens in every classroom. Pupils in discussion said they now find lessons more interesting. Inspection evidence shows that they are suitably motivated and engaged in lessons and have increased opportunities to think and learn for themselves. However, lesson planning, as yet does not show a sufficiently clear understanding of the aptitudes, needs and prior attainment of all pupils. A newly developed tracking system is in place but is not yet used effectively to plan teaching. There has been some initial training of teachers in effective teaching methods but this has not been sufficient

to ensure that groups of pupils such as those with SEND and EAL are enabled to achieve in line with their peers. Not all teaching staff yet understand how the tracking system works, in particular how such data can be effectively used to monitor pupils' progress. The school therefore is at present not ensuring that all pupils are able to make progress according to their respective abilities.

Quality of education provided – framework for pupils' performance [ISSR Part 1, paragraph 4]

2.9 The school does not meet the standard.

2.10 The school has recently introduced a new tracking framework from January 2022 which is effectively arranged to give information on pupils' ability, progress and potential performance. Senior leaders explained that the tracking system enables them to identify those pupils whose performance is below what their ability should enable them to achieve. However, there is not a sufficiently clear distinction made between the identification of those who are under achieving and those with a specific learning need which impairs their performance. Likewise the performance of more able pupils is not tracked effectively. Scrutiny of pupils' work demonstrated that the school's framework to assess pupils' performance does not yet enable the needs of all pupils, including those with SEND and the more able, to be met.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 and 8 and Schedule 10 of the Equality Act 2010; NMS 11 and 16]

Safeguarding policy

2.11 The school meets the requirements.

2.12 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

2.13 The school meets the standards.

2.14 The school implements its safeguarding arrangements effectively. All staff have received recent comprehensive training with regard to their safeguarding responsibilities; all training, including that for those with designated safeguarding responsibilities, is in line with the requirements of Lancashire Children Safeguarding Partnership (LCSP). Staff training includes updates of the school's safeguarding policy, the staff code of conduct and procedures for reporting any allegations. Regular briefings ensure that staff and the proprietor are kept up to date with new legislation and staff are required to complete online safeguarding and Prevent training. Arrangements to recruit staff are appropriate. Staff new to the school, including teaching assistants, receive appropriate induction training. All staff have been trained in *Keeping Children Safe in Education (KCSIE) 2021*, including Part 1 and Annex A and Annex B as required. Their understanding of what they have read is checked appropriately by the designated safeguarding lead (DSL). Training records confirm that all staff have undertaken safeguarding training and that they have been suitably trained in their duty to prevent radicalisation.

2.15 The school consults effectively with the LCSP. In particular, it seeks prompt advice should there be a concern about a pupil or allegation against any adult working with children, confirming that the school knows how to make a referral. Any instances of serious child-on-child abuse, including any related to sexual harassment or inappropriate sexual behaviour, have been notified appropriately to relevant agencies, and police where appropriate. Staff, during discussion, confirmed that they have a secure understanding of their responsibilities regarding whistleblowing.

2.16 The school liaises appropriately with parents about safeguarding concerns that arise and ensures that parental wishes do not override the best interests of the child. Pupils, including boarders, say that they

are aware of the safeguarding arrangements in the school, including on-line safety and the appropriate use of mobile phones and cameras. Pupils, including boarders, confirmed that should they have a concern or worry they are confident that staff are available to listen to them, that they receive a response, and that appropriate actions would be taken where necessary. A suitable annual review of safeguarding procedures covers relevant practice and addresses any changes required in safeguarding arrangements, including those related to child-on-child abuse. A review of the school's processes and procedures is also held after any serious incident with appropriate action taken.

- 2.17 The school now has a satisfactory written accessibility plan. A senior member of staff is required to update the plan annually, which is approved by the advisory governing board and the plan covers a three-year timespan. The plan appropriately details actions required to improve access to; the physical environment, the curriculum, including for pupils with SEND, and information for pupils with a disability. Scrutiny of the policy demonstrates that a number of actions have already been completed, for example, the provision of a disabled toilet with changing facilities, increased resources for visually impaired pupils and curriculum information in varying formats to suit disabled pupils. The provision applies equally to both day and boarding pupils who might have a disability.

Provision of information [ISSR Part 6, paragraph 32]

- 2.18 The school meets the standards.
- 2.19 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website and are provided to parents on request, as is a statement of school's boarding principles and practice.
- 2.20 The school now makes available details of the provision for any pupils with EHC plans, or EAL. Currently the school does not educate any pupils who require an EHC plan, however the SEND and EAL policy now appropriately details what provision is made available for pupils who may require an EHC plan or who require EAL support. This is appropriately made available to parents and other bodies stipulated in the requirements.

Quality of leadership and management [ISSR Part 8, paragraph 34; NMS 13]

- 2.21 The school does not meet the standard.
- 2.22 There is clear management of the practice and development of boarding. The school has made sufficient progress to implement a number of aspects of the action points from the previous inspection. However the leadership and management does not yet show good knowledge and skills to ensure that the school consistently meets all of the regulatory standards and ensures the well-being of pupils. In particular, with regard to the curriculum, teaching and assessment, including provision for pupils with SEND.

3. Regulatory action points

3.1 The school does not meet all of the requirements of the Education (Independent School Standards) Regulations 2014 and National Minimum Standards for Boarding Schools 2015 and should take immediate action to remedy deficiencies as detailed below.

ISSR Part 1, Quality of education provided

- Ensure that the curriculum is implemented effectively, taking into account the ages, aptitudes and needs of all pupils, in particular those with SEND; identifying the nature of their learning needs; providing to meet these; and planning to monitor their ongoing progress, in order to give them the opportunity to make good progress [Part 1, paragraph 2(1)(a), (b)(i) and 2(2)(h)].
- Ensure that there is a suitable programme of careers education from Year 8 onwards [Part 1, paragraph 2(2)(e)(ii) and (iii)].
- Ensure that teaching demonstrates sufficient understanding of the aptitudes, needs and prior attainments of all pupils, in particular those with SEND or EAL, and uses information from tracking procedures to plan teaching, in order to enable pupils to acquire new knowledge and make good progress [Part 1, paragraph 3(a), (d) and (g)].
- Ensure that the school uses accurate assessment information effectively to evaluate the performance of all pupils, including those with SEND and the more able [Part 1, paragraph 4].

ISSR Part 8, Quality of Leadership and management

- The proprietor must ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the standards are consistently met, in particular those relating to the curriculum, teaching and the framework for assessment. [Part 8, paragraph 34(1)(a), (b) and (c); NMS 13.3 to 13.5].

4. Summary of evidence

- 4.1 The inspectors held discussions with the head, senior leaders and other members of staff and met with the proprietor's representative. They visited different areas of the school, observed lessons and talked with groups of pupils. They scrutinised a range of documentation, records and policies.