



**ISI** Independent  
Schools  
Inspectorate

**Progress Monitoring Inspection Report**

**Abrar Academy**

**December 2022**

## School's details

<b>School</b>	Abrar Academy			
<b>DfE number</b>	888/6109			
<b>Address</b>	Abrar Academy 34–36 Garstang Road Preston Lancashire PR1 1NA			
<b>Telephone number</b>	01772 828732			
<b>Email address</b>	info@abraracademy.com			
<b>Principal</b>	Mr Huzayfa Wadee			
<b>Proprietor</b>	Mr Fazlehaq Wadee			
<b>Age Range</b>	11 to 21			
<b>Number of pupils on roll</b>	77			
	<b>Day pupils</b>	22	<b>Boarders</b>	55
	<b>Seniors</b>	53	<b>16–21</b>	24
<b>Date of inspection</b>	14 December 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. Pupils take GCSE examinations in their final year at the school and a number of pupils choose to stay on to complete further Islamic studies and A Levels. 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. The school has identified one pupil with special educational needs and or disabilities (SEND). No pupil at the school currently has an education, health and care (EHC) plan. Five pupils have English as a foreign language (EAL). The school's previous inspection was a progress monitoring inspection in May 2022.

### Purpose of the inspection

- 1.2 This was an unannounced progress monitoring inspection at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the progress monitoring inspection on 18 May 2022. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs), and the National Minimum Standards for Boarding 2022.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraph 2(1)(a), (b)(i) and 2(2)(e)(ii) and (iii) and (h) (curriculum)	<b>Met</b>
Part 1, paragraph 3(a), (d) and (g) (teaching)	<b>Met</b>
Part 1, paragraph 4 (framework for pupil performance)	<b>Met</b>
Part 3, paragraphs 7 (safeguarding) and 8 (safeguarding of boarders); NMS 8	<b>Met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 8, paragraph 34 (leadership and management); NMS 2	<b>Met</b>

## 2. Inspection findings

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

- 2.1 The school meets the standard.
- 2.2 The school implements a suitable curriculum policy which takes into account the ages, aptitudes and needs of all pupils, including those with SEND. Appropriate procedures are in place to identify the individual educational needs of pupils. This includes those of different abilities. It ensures these are met through individual support and class teaching. Leaders with responsibility for the provision for pupils with different needs monitor the planning and delivery of the curriculum for these pupils. They liaise with parents and external agencies in order to further their progress. Suitable schemes of work are in place for all subjects and these are supported by appropriate shorter-term planning. Implementation is monitored by school leaders through the scrutiny of pupils' work in order to confirm the promotion of pupils' learning and progress. Inspectors found the policy, schemes of work and procedures to be securely embedded in practice.
- 2.3 A suitable careers policy is provided and is implemented effectively in practice. Pupils in all year groups are provided with opportunities to consider varied future options and to fulfil their potential. Pupils spoke to inspectors with enthusiasm about the positive impact that careers sessions have had on their ability to make informed choices about a range of career options.

### **Quality of education provided – teaching [ISSR Part 1, paragraph 3(a), (d) and (g)]**

- 2.4 The school meets the standard.
- 2.5 Teaching enables pupils of all abilities to acquire new knowledge and make good progress according to their ability. Staff have participated in a series of targeted training sessions delivered by recently appointed leaders in teaching and learning. They have been trained in how to engage with and plan to meet the needs of learners of different abilities. This has included training on how to use assessment data to inform the planning of their teaching. In-house training has been tailored to the specific needs of the school and its assessment system so as to ensure that every teacher benefits. The special-needs co-ordinator works closely with teachers and parents to ensure that the needs of the pupil identified as having SEND and/or EAL are met. As a result of these measures, teachers now have a good understanding of the aptitudes, needs and prior attainment of the pupils and take these into account in planning lessons. Staff are now confident in their use of the school assessment framework and use this information effectively to plan their teaching. School leaders and staff undertake regular analyses of assessment data in order to identify the needs of individuals and groups of pupils. Leaders undertake regular lesson observations and work scrutiny to ensure all members of staff plan and teach lessons in which the individual needs of all pupils are met. This includes those of different abilities and those with SEND and/or EAL. Detailed feedback is provided to staff following observations, and support is given to address any weaknesses identified. Inspection activities confirmed the provision of effective support and challenge in lessons and appropriate additional activities for pupils of different abilities and needs.

### **Quality of education provided – framework for pupil performance [ISSR Part 1, paragraph 4]**

- 2.6 The school meets the standard.

- 2.7 A suitable assessment framework is now implemented. Assessments of pupils' ability are recorded and analysed effectively to assess their potential and learning needs. This information informs teachers' planning so as to ensure appropriate provision for all pupils, including those with SEND and/or EAL, and the more able. Effective systems are in place to identify pupils who have a specific learning need and those who are underachieving. Further half termly and termly assessments are carried out, recorded and analysed to evaluate the performance of all pupils. These identify strategies to support and challenge those who are making greater or less progress than expected.

## **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 and 8; NMS 8]**

### **Safeguarding policy**

- 2.8 The school meets the requirements.
- 2.9 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**

- 2.10 The school meets the standards.
- 2.11 The school implements its policy effectively to ensure the safeguarding of the pupils. Suitable arrangements are in place for listening to pupils, including boarders, and for liaising with parents and external agencies when required. Pupils confirmed that these are effective in giving them opportunities to express concerns. They confirmed that they are given appropriate guidance on staying safe, including when online. Appropriate procedures are in place for handling allegations of child-on-child abuse and any allegations against adults working in the school. Staff, including those with leadership responsibility for safeguarding, are suitably trained. Training encompasses the prevention of radicalisation. Those staff interviewed demonstrated a secure understanding of their roles and responsibilities, of the staff code of conduct and of whistleblowing procedures. The proprietor has received appropriate training, and exercises suitable oversight of safeguarding through an annual review of policy and procedures. The proprietor requires appropriate recruitment checks on new staff and monitors use of technology within the school.

## **Provision of information [ISSR Part 6, paragraph 32(1)(c)]**

- 2.12 The school meets the requirements for providing information relating to safeguarding to parents.

## **Quality of leadership and management [ISSR Part 8, paragraph 34; NMS 2]**

- 2.13 The school meets the standards.
- 2.14 The proprietor has taken a suitably robust lead in ensuring that the school's previous failings have been addressed. The appointment, support and robust oversight of a new leadership group with responsibility for teaching and learning has enabled the school to make appropriate and securely-embedded changes in its provision with regard to curriculum, teaching and assessment. Monthly meetings of the advisory board have focussed closely on the implementation of the school's action plan. This has ensured that the required actions identified have been implemented effectively and their impact on pupil outcomes assessed. School leaders have ensured effective implementation of new policies and practices through the provision of focused staff training. This has been combined with continuous monitoring which offers staff a combination of support and challenge.

- 2.15 School leaders and managers display good skills and knowledge and fulfil their responsibilities effectively so that the independent school standards are met consistently and the well-being of the pupils is actively promoted.

### **3. Regulatory action points**

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and the National Minimum Standards for Boarding Schools 2022, and no further action is required as a result of this inspection.

## 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. They visited different areas of the school, observed lessons and talked with groups of pupils. They scrutinised a range of documentation, records and policies.

### Inspectors

Mrs Karen Williams

Reporting inspector

Mr Stephen Fox

Assistant reporting inspector