

Islamic Preparatory School Wolverhampton

197 Waterloo Road, Dunstall Hill, Wolverhampton WV1 4RA

Inspection dates

16–18 May 2017

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

Summary of key findings for parents and pupils

This is an inadequate school

- The proprietor and governors have not ensured that all the independent school standards are met. These include those relating to the quality of teaching and safeguarding.
- The proprietor and other leaders have not been rigorous enough in ensuring that the school's arrangements to safeguard pupils are followed consistently, particularly in relation to appointing new staff.
- The quality of teaching and assessment requires improvement. Teachers do not take sufficient account of pupils' starting points and do not challenge the most able pupils.
- Teachers do not always expect enough from pupils. As a result, pupils' progress is not strong enough in English and mathematics.
- Leaders' action plans do not include any measurable targets for improvement. This means that governors are unable to hold leaders to account for their work.
- Teachers' subject knowledge of the secular curriculum is not well developed. As a result, some pupils do not make the progress of which they are capable, particularly in English and mathematics.
- There is no provision in place for pupils who have special educational needs and/or disabilities. This does not reflect the school's policy.
- Governors do not have an overview of the school's performance. They are unclear about the current priorities and therefore do not contribute well to strategic leadership.
- Leaders do not tackle weaknesses in teaching quickly enough to improve pupils' rates of progress. Some pupils do not make the progress of which they are capable.
- Children's opportunities for learning effectively in the early years are limited due to the lack of access to an outdoor area.

The school has the following strengths

- The teaching and learning in the Islamic studies curriculum are strong.
- The proprietor and other senior leaders have a clear vision for the school and have made some recent changes to improve assessment.
- Pupils' behaviour is good. They are polite and respectful to each other, staff and visitors.
- The development of pupils' spiritual, moral, social and cultural education is a strength of the curriculum.

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 the associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Ensure that the proprietor improves safeguarding arrangements by:
 - carrying out robust pre-employment checks on staff who have lived overseas in accordance with statutory guidance
 - providing staff with regular training and updates on safeguarding, and making sure that all staff understand their responsibilities fully in relation to identifying and reporting any concerns they may have about a child
 - training governors in overseeing safeguarding arrangements so they understand their role in keeping pupils safe.
- Improve the effectiveness of leadership and management by ensuring that leaders:
 - make more effective checks on teaching, providing teachers with appropriate feedback and guidance that will help them to improve their practice and secure better outcomes for all pupils
 - produce well-crafted improvement plans that include precise actions and clear criteria for measuring success against pupils' outcomes
 - put in place an effective system for identifying pupils who have special educational needs and/or disabilities and providing these pupils with appropriate provision to meet their needs
 - meet the statutory requirements for the early years foundation stage in relation to access to an outdoor play area.
- Improve the quality of teaching, learning and assessment by ensuring that:
 - all teachers have the required strong subject knowledge and effective skills to teach the secular curriculum well so all pupils make good progress, particularly in English and mathematics
 - teachers have a good understanding of the national standards expected by the end of key stages 1 and 2 so they raise their expectations of what pupils should achieve
 - teachers routinely plan learning activities that stretch and challenge the most able pupils so they make at least good progress.
- Improve governance by ensuring that:
 - governors have a secure understanding of the school's strengths and weaknesses so they can support and challenge leaders more effectively
 - governors understand their roles and responsibilities in relation to safeguarding and holding leaders to account.

The school must meet the following independent school standards

- Ensure that the teaching at the school enables pupils to acquire new knowledge and make good progress according to their abilities so that they increase their understanding and develop their skills in the subjects taught (paragraph 3 and 3(a)).

- Ensure that the teaching at the school involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3 and 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 and 3(d)).
- Ensure that the teaching at the school demonstrates good knowledge and understanding of the subject matter being taught (paragraph 3 and 3(e)).
- Ensure that the teaching at the school utilises effectively classroom resources of a good quality, quantity and range (paragraph 3 and 3(f)).
- Ensure that the teaching at the school demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraph 3 and 3(g)).
- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b)).
- The proprietor must ensure the suitability of staff so that in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State (paragraph 18(2) and (paragraphs 18(2)(e)).
- The proprietor must ensure that where, by reason of a member of the proprietorial board's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the member of the proprietorial board's suitability to work in a school, such further checks as the chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State (paragraph 20(6)(b)(iii)).
- Ensure that the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question. In addition, that checks were made pursuant to paragraph 18(2)(e) (paragraph 21(1) and 21(3)(a)(viii)).
- The proprietor must ensure that they demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently (paragraph 34(1) and 34(1)(a)).
- The proprietor must ensure that they fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1) and 34(1)(b)).

Inspection judgements

Effectiveness of leadership and management

Inadequate

- The proprietor and other leaders have not ensured that all of the independent school standards relating to the quality of education and the welfare, health and safety of pupils are met. Leaders have not been rigorous enough in improving the quality of teaching since the last inspection to ensure that all pupils make good progress from their starting points.
- Leaders' plans for school improvement are not sufficiently targeted on improving outcomes for pupils. Improvement plans consist of lists of tasks with completion dates, although actions are not specific or related closely enough to the school's own evaluation of its strengths and weaknesses. Leaders do not identify any measurable ways of checking whether their actions have had a positive effect on pupils' achievement.
- Leaders are not doing enough to tackle weak teaching or help teachers to improve their practice. Leaders have an awareness of some broad aspects of teaching that need to be improved, for example the teaching of writing. However, planned improvements to teaching are implemented too slowly and are not properly evaluated. As a result, teaching does not meet the needs of all pupils effectively nor enable them to make good progress.
- Leaders' checks on teaching are infrequent and not routinely followed up to ensure that advice given to teachers is acted upon promptly. Consequently, leaders do not know whether their work is improving teaching and helping pupils to make better progress.
- The leadership of provision for pupils who have special educational needs and/or disabilities is limited and does not reflect the school's policy. There is no coordinated approach to managing special educational needs. Individual teachers are responsible for the identification of pupils who may have special educational needs, and although they have had some training, they are not well equipped to identify needs.
- Leaders have recently introduced a more systematic approach to collecting assessment information about pupils' performance using standardised tests in English and mathematics. This has enabled leaders to begin to identify how well pupils are attaining in comparison with other pupils nationally. However, leaders are not yet using this information effectively to identify priorities for teaching and learning.
- Leaders are committed to improving the school and genuinely want the best for the pupils in their care. They work hard and are eager to develop their practice and support their staff in improving. Leaders have enabled teachers to attend a range of training and development opportunities to help them enhance their practice. However, leaders do not check to see that teachers' newly acquired skills and knowledge are being applied successfully.
- The curriculum is broad and balanced. Leaders ensure that there is an appropriate balance between Islamic studies and the secular curriculum. The secular curriculum broadly follows the national curriculum and includes a range of subjects including science, computing, humanities, physical education and art. However, the impact of the curriculum on pupils' knowledge and skill development is not as effective as it could be because of inconsistencies in teaching and limited resources.
- The curriculum is enriched through a range of visits and visitors. For example, pupils

benefit from a visit to Warwick Castle as part of their learning about medieval history. Various speakers come into school to talk to pupils about their jobs, including solicitors and members of the armed services. Leaders are mindful of tackling stereotypes and ensure that both men and women are reflected equally in society in positions of authority. These extra-curricular experiences develop pupils' personal development well.

- The school's Islamic ethos is central to nurturing a positive British Muslim identity among its pupils. Its ethos includes tolerance and respect for others. Pupils have a good understanding about equality and the importance of respecting differences. Their views about different groups of people reflect their open and accepting attitudes to diversity. For example, older pupils told inspectors, 'It doesn't matter if someone is gay or has a different religion... we should respect everyone.'
- Pupils are well prepared for life in modern Britain. Leaders ensure that fundamental British values are promoted well. Pupils have a good understanding of British institutions and the importance of democracy, equality and the rule of law. During the inspection, pupils were preparing for their own mock elections using the forthcoming general election as a stimulus.
- Leaders work in partnership with parents and keep them informed about their children's progress. Leaders offer curriculum workshops to parents which help them to understand how their children learn. These events are well attended. Parents are overwhelmingly positive about the school. They say that their children feel safe and are well cared for and supported.
- The school's registered age range is from four to 13. However, the school has not admitted any key stage 3 pupils for some years, and nor does it have any current schemes of work for key stage 3 pupils. During the inspection, the proprietor sent correspondence to the Department for Education requesting a change to lower the age range from 13 years old to 11 years old.

Governance

- Governors do not have a clear view of pupils' progress. They do not hold the headteacher or other leaders to account for the quality of education.
 - Governors hold meetings with senior leaders once a term where they ask for information about the school's actions for improvement and challenge as necessary. One governor visits the school regularly to talk to teachers and see the work of the school in action. As a result, governors have some knowledge of the different aspects of the school's work. For example, they can talk confidently about the school's efforts to improve arrangements for assessment.
 - While governors have a strategic plan, this is not closely linked to the school's action plan. It contains an unrealistic number of monitoring tasks, given the small number of governors.
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- Governors do not have a clear understanding of their responsibilities with regard to

safeguarding. Governors have not paid enough attention to the Secretary of State's guidance 'Keeping children safe in education' (September 2016) in respect of the recruitment of staff. This increases the chance of an unsuitable person being appointed to the school.

Safeguarding

- The arrangements for safeguarding are not effective. This is because the proprietor's and other leaders' understanding of safer recruitment is not secure. For example, in the case of staff who have previously lived or worked overseas, leaders do not recognise that a Disclosure and Barring Service check may not provide a complete picture of any criminal record history. Leaders told inspectors that they had not considered additional checks for these members of staff, in line with statutory guidance. As a result, leaders fail to take all reasonable steps to determine a person's suitability to work with children.
- Other aspects of the school's recruitment practice also cause concern. For example, inspectors found that there were gaps in employment history on application forms that had not been accounted for.
- The school's safeguarding policy meets statutory requirements. It is sufficiently detailed and is available to parents on request. The policy has regard to current government requirements. However, safeguarding is not effective because leaders do not adopt safer recruitment practices.
- Leaders ensure that staff receive periodic training on safeguarding and child protection to keep staff informed. However, the impact of this training is limited because not all staff are clear about reporting procedures when they have a concern about a child.
- Pupils are taught about how to keep safe and know about the different forms of child abuse. They know that it is important to talk to a trusted adult if they are concerned that someone may be at risk of harm.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching requires improvement to ensure good outcomes for pupils. Some teachers do not have a repertoire of strong teaching skills to support all pupils well in their learning. As a result, some pupils do not make good progress over time in a range of secular subjects, including English and mathematics.
- Some teachers lack the specific subject knowledge necessary to help pupils make sense of difficult concepts. For example, when a pupil does not understand something, the teacher sometimes repeats the same information rather than trying to explain in an alternative way. This prevents pupils from progressing quickly in their learning over time.
- Teachers do not regularly take into account pupils' starting points when planning new learning. Lessons are often pitched to meet the needs of middle-ability pupils. A few teachers are not consistently clear about the intended learning and focus too much on the completion of a task. This leads to some of the most able pupils not being challenged.
- Teaching does not meet the needs of the most able pupils. Current work in books shows that there are insufficient opportunities for these pupils to extend their learning and

develop a deep understanding of what is being taught. For example, in mathematics, pupils spend a lot of time completing calculations without having the opportunity to apply their learning in another context or move on to harder work.

- Despite leaders not having identified any pupils who have special educational needs and/or disabilities, teachers provide helpful support to pupils who have additional needs. Their guidance and advice help them to make progress.
- Pupils show positive attitudes to learning and a willingness to learn. However, some teachers do not expect enough of pupils. Where teachers have low expectations, this leads to some pupils producing work of a low standard.
- The teaching of phonics is effective. Pupils are able to use their phonics skills successfully to work out unknown words and spell correctly. Pupils' understanding of what they read is less well developed, although improving.
- When teachers regularly use effective questioning to tease out pupils' knowledge and develop understanding, pupils make more rapid progress as a result. Occasionally, teachers' use of questioning to help pupils move forward in their learning is weak.
- More recently, teachers have begun to regularly test pupils in English and mathematics to gain information about what they know and can do. However, this information is not yet used well by all teachers to plan learning experiences that will address gaps in pupils' understanding.
- Most pupils demonstrate positive attitudes to reading. The school library contains a range of good-quality fiction and non-fiction reading material for pupils of different ages. Pupils spoke confidently to inspectors about their favourite authors and stories.
- Teachers work hard to cater for the needs of pupils who speak English as an additional language. Through effective 'communication' lessons, pupils are helped to develop their speaking and listening skills, and develop confidence in public speaking.
- Teachers successfully promote pupils' spiritual, moral, social and cultural development across the curriculum. For example, in an Islamic studies lesson, pupils discussed the meaning of 'injustice' and were able to give examples to demonstrate their understanding.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Despite the weaknesses in the leadership of safeguarding, leaders effectively promote the welfare of pupils and take appropriate measures to keep them safe. Pupils say that they feel safe in school and discussed confidently with inspectors what they had learned about safety.
- Pupils have a good understanding about other religions and spoke respectfully about them. Teachers are effective at embedding fundamental British values across the curriculum. As a result, pupils know and can talk about British values. For example, pupils

are able to share their understanding about democracy and gave good examples of democratic processes.

- Leaders ensure that buildings are clean and standards of hygiene are acceptable. They carry out effective risk assessments on the physical environment, school trips and visitors to ensure that any hazards are effectively managed. Regular maintenance checks are carried out, including weekly fire alarm tests to ensure that safety systems are fully operational. This helps to keep pupils safe.
- Pupils show a good knowledge of different forms of bullying, including cyber bullying and homophobic bullying. Pupils are adamant that there is no bullying at their school. They are also confident that if there were a case of bullying, it would be dealt with quickly by adults.
- Teachers ensure that personal, social, health and economic education lessons contribute well to pupils' learning and development. Leaders' commitment to the 'Three Faiths Forum', a project involving other schools, including a local Church of England primary school, has proved very beneficial in enabling pupils to learn about other faiths and beliefs, and challenge prejudice.

Behaviour

- The behaviour of pupils is good.
- Pupils show enjoyment in their learning and work hard during lessons. They remain focused on tasks and show commitment to their work. The school's records demonstrate that instances of poor behaviour are rare. Pupils know what is expected of them and conform to the school's rules. The school's system for behaviour management has been effectively implemented and incidents of poor behaviour have significantly reduced.
- Pupils have the opportunity for a morning break in a small cordoned-off area of the mosque car park. Staff secure the gates and there is adequate supervision. Pupils play well together and line up quickly at the end of play. They move around the school quietly and sensibly.
- The school's admission register is accurate and contains all the appropriate details. Leaders keep careful track of pupils who leave the school before removing a pupil's name from the admissions register. Leaders have good links with other agencies, including the local authority, to check that pupils who leave school transfer successfully to another school or education provision.
- Pupils' attendance is usually good. In 2016, the overall attendance figure was broadly in line with the national average for primary schools. Current rates of attendance are below the national average, although leaders understand the reasons for this dip. These are factors that are beyond the control of the school.
- Leaders have focused attention on teaching pupils to present their work neatly. This has had an impact, although there are still some exercise books, particularly of older pupils, where work is untidy and lacks care and attention. Teachers remind pupils about presenting their work carefully.

Outcomes for pupils

Require improvement

- Outcomes for pupils require improvement because too many pupils do not make good

progress from their starting points in secular subjects over time. Many pupils, but not all, join the school with limited literacy and numeracy skills. Nonetheless, some of the current pupils are not catching up quickly enough in order to attain standards typical of pupils nationally at the end of Year 6.

- In 2016, Year 6 pupils completed national tests in reading, writing and mathematics which were externally marked. Three quarters of pupils achieved the expected standard for their age in reading, writing and mathematics. This was an improvement compared with the 2015 results.
- Leaders have recently put in place a new system for measuring pupils' progress from their starting points. As a result, leaders' and governors' overview of how well pupils are progressing over time is not yet well established. Work in pupils' books indicates that pupils are typically working at a standard below that appropriate to their age. Results from school tests indicate that current pupils are making progress in core subjects, but this could be more rapid.
- The school's internal assessments show that, in some year groups, there are noticeable differences in attainment in English and mathematics between boys and girls. For example, in most year groups, boys typically attain better standards in mathematics compared with girls. However, because assessment information is not used well by leaders, these differences are not being addressed systematically.
- Leaders do not recognise that there are pupils who have special educational needs and/or disabilities, despite this being the case. Inspectors identified some pupils that were receiving additional support and were likely to have special educational needs and/or disabilities. Teachers were usually supporting these pupils well and enabling them to make progress.
- The school's own internal assessments show that rates of progress for current pupils are gradually improving, particularly so in mathematics, although this is not consistent in all classes.
- Pupils' progress in other secular subjects, including science and art, is variable and dependent on the quality of teaching. Where a teacher's subject knowledge is not strong, this contributes to pupils' slower progress.
- Some pupils make good progress in developing their reading skills, especially given their lower starting points and the fact that they speak English as an additional language. However, while pupils can use their phonics skills to read words, some do not always understand what they are reading.
- Pupils make strong progress in Islamic studies because teaching is finely tuned to meet the needs of individual pupils. Teachers provide support and direct teaching which enables pupils to recite and begin to memorise the Koran.

Early years provision

Requires improvement

- The leadership of the early years provision is improving. Since the last inspection, the early years leader has strengthened her knowledge and understanding of early years

which has led to better planning to meet the needs of the children. Staff have a good knowledge of the children's abilities and their next steps for learning. Staff use this information well to plan a range of suitable activities for children.

- The school does not meet all of the statutory requirements for the early years foundation stage because teachers do not provide sufficient opportunities for outdoor learning. There is no dedicated provision in the early years for children to engage in outdoor learning. Staff plan for outdoor learning once or twice a week. As a result, children are limited in their opportunities to use their senses and explore, and to develop fully some of their physical skills.
- Teachers use the early years framework, supported by children's work collected in learning journeys, to evaluate accurately children's achievement against early learning goals. This enables staff to plan appropriate work which leads to steady and sometimes good progress.
- Teachers plan some interesting, purposeful learning activities that engage children. For example, Goldilocks's kitchen and a puppet activity helped children to think about and recall the traditional tale of Goldilocks and the three bears.
- Children make steady progress in mathematics over time. From low starting points, children learn how to count confidently from one to 10 and are able to match numbers to amounts correctly. Children's progress in writing is stronger as a result of more effective teaching. They are prepared increasingly well for the demands of writing in Year 1.
- Children show good behaviour in the early years. They cooperate well and behave sensibly. Teachers have established good routines and children are clear about teachers' expectations.
- Despite the weaknesses in the leadership of safeguarding, arrangements for keeping children safe in the early years are sound. Staff are clear about what to do if they have a concern about a child at risk of harm. There are several members of staff trained in administering first aid to children.

School details

Unique reference number	134422
DfE registration number	336/6024
Inspection number	10025695

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	Muslim faith school
School category	Independent school
Age range of pupils	4 to 13
Gender of pupils	Mixed
Number of pupils on the school roll	50
Number of part-time pupils	0
Proprietor	Mr Rashid Ahmed Raja
Chair	Mr Ahmed Hans
Headteacher	Mr Rashid Raja
Annual fees (day pupils)	£1,600
Telephone number	01902 710473
Website	The school has no website
Email address	raraja@hotmail.co.uk
Date of previous inspection	6–8 October 2015

Information about this school

- Islamic Preparatory School Wolverhampton is an Islamic day school for boys and girls. The school operates as part of the Wolverhampton Mosque Trust. It occupies the upper floor of Wolverhampton Central Mosque and an adjacent converted residential building.
- Current pupils on roll are aged four to 11. Despite the school being registered for pupils aged four to 13, the school has not admitted any key stage 3 pupils for some years.
- The school does not use any alternative provision.
- All pupils speak English as an additional language.

- Pupils are mainly of Pakistani or Bangladeshi heritages. Others are from Somalia, Italy and the Indian subcontinent.
- No pupils have a statement of special educational needs or an education, health and care plan.
- The school has a small governing body of three governors including a parent governor. The proprietor, who is also the headteacher, is not a member of the governing body. There is also a board of trustees, which includes the headteacher.
- The school has four trustees, although their role is unclear. Governors explained that trustees visit 'once or twice a year'. The headteacher is a trustee.
- The school had its last standard inspection on 7 and 8 October 2015.

Information about this inspection

- This was an unannounced inspection at the request of the Department for Education.
- Inspectors observed lessons in all year groups. Some observations were undertaken jointly with school leaders. Inspectors talked to pupils about their work and scrutinised work in their books.
- Inspectors held discussions with leaders and members of the governing body.
- Informal discussions were held with pupils at lunchtime.
- A wide range of documentary evidence was scrutinised, including the school's policies and schemes of work. Documents relating to safeguarding were examined in addition to the school's records of checks on staff backgrounds to ensure that they are suitable to work with children.
- Parents' views were considered through the 10 responses on Parent View, Ofsted's online parental questionnaire and the seven free-text responses.

Inspection team

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