

Islamic Preparatory School Wolverhampton

197 Waterloo Road, Dunstall Hill, Wolverhampton WV1 4RA

Inspection dates

5 December 2018

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 3(a), 3(c), 3(d), 3(e), 3(f) and 3(g)

- At the time of the last inspection, teaching required improvement to ensure good outcomes for pupils. Some teachers lacked specific subject knowledge, and some did not have a repertoire of strong teaching skills to support all pupils in their learning.
- New schemes of work are now in place. These support a two-year rolling programme of topics to cater for mixed-age classes. The schemes of work help teachers to plan effectively. Teachers have an increased awareness of the standards at which pupils should be working.
- Teachers' subject knowledge has improved because of access to training opportunities. This is particularly true in relation to the teaching of literacy and mathematics skills but also applies to some other areas of the curriculum such as science.
- Teachers have benefited from input to support their teaching skills. For example, staff have had training on how to meet pupils' different needs; how to assess pupils' knowledge and understanding; and how to help pupils take the next step in their learning. Staff have also had opportunities to visit a range of other settings to observe effective practice. Governors, leaders and staff believe that the quality of teaching has improved since the last inspection. Additionally, staff report feeling more confident about their teaching.
- Teachers now plan lessons based on pupils' prior attainment and any gaps in their knowledge. Lessons are adapted to meet individual pupils' needs. For example, in a mathematics lesson, pupils were all working on a similar topic, but the teacher provided bespoke questions and resources for each pupil to use.
- Pupils' progress is now assessed regularly using standardised tests. Information for the academic year 2017/18 shows that the great majority of pupils made at least good progress in mathematics, reading and writing.
- The headteacher and/or an external consultant regularly observe lessons, monitor teachers' planning and scrutinise pupils' work to check on the impact of new strategies and approaches to teaching. Where issues are identified, additional support or coaching

is provided.

- Pupils have access to a range of resources to support their learning effectively. For example, younger pupils are growing beans to link to their work on the story of Jack and the Beanstalk. Photographs and displays of pupils' work show pupils taking part in a range of practical activities.
- The mathematics curriculum covers a wide range of topics. In key stage 1, pupils use their mathematical knowledge to help them solve practical problems. However, opportunities for pupils to apply their learning, to reason and to solve mathematical problems are more limited in key stage 2. Pupils complete work that is appropriate for their age and ability. Most pupils are making good progress.
- The school has an increased focus on developing pupils' reading skills and pupils have at least two opportunities to read every day. Pupils spoken to were enthusiastic about the books that they have read together in class, for example, 'The Iron Man' and 'War Horse'. Younger pupils can apply their phonics skills effectively to help them decode new words. Older pupils read with an increasing fluency and comprehension. These increased opportunities for reading, along with a focus on comprehension skills, are helping pupils to access the wider curriculum more easily.
- Writing skills are practised regularly and pupils work on a similar theme across the school, such as developing narrative skills. Opportunities for writing are developed through the current class topic. For example, in upper key stage 2, pupils' writing is linked to their work on the North Pole.
- Pupils' books are well presented.
- These standards are now met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b) and 32(1)(c)

- At the time of the last inspection, safeguarding was not effective. This was because leaders did not follow safer recruitment practices and not all staff were clear about how to report a concern if they were worried about a child's well-being.
- The school's safeguarding policy is up to date and takes into account current government requirements. The school does not have a website, so the policy is not available online. However, the safeguarding policy is available to parents and carers on request, in line with requirements.
- Leaders have addressed the shortfalls relating to safeguarding identified at the previous inspection. Staff have completed appropriate child protection training and they are now clear on how to report any concerns about pupils' welfare. The safeguarding team has recently been expanded and strengthened. The headteacher has taken steps to assure himself that all staff are familiar with the updated safeguarding policy.
- Leaders have positive working relationships with external agencies such as the police and the local authority. They are aware of the safeguarding matters that may have an impact on pupils. There are strong links between the school, parents and the community. This helps to foster a strong culture of safeguarding. Pupils spoken to said that they feel safe in school and that there are adults they can speak to if they have any concerns.

- Leaders have taken appropriate steps to address the issues raised in relation to the safer recruitment of staff.
- These standards are now met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 18(2), 18(2)(e), 20(6), 20(6)(b), 20(6)(b)(iii), 21(1), 21(3), 21(3)(a) and 21(3)(a)(viii)

- At the time of the last inspection, the proprietor's understanding of safer recruitment practice was not secure, specifically in relation to staff who have previously lived or worked overseas. As a result, leaders failed to take all reasonable steps to determine a person's suitability to work with children.
- The school's safer recruitment policy has been updated to address the issues identified at the previous inspection. Checks that were not in place at the time of the last inspection were completed by the end of May 2017. There were no issues relating to the suitability of these staff to work with children.
- A new approach to recruitment should help to ensure that in future all relevant checks are completed before employment begins. The robustness of this process has yet to be confirmed, as no members of staff have been employed since its introduction.
- These standards are now met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a) and 34(1)(b)

- At the time of the last inspection, leaders had not ensured that all of the independent school standards relating to the quality of education and the welfare, health and safety of pupils were met. Leaders had not been rigorous enough in ensuring that all pupils made good progress from their starting points.
- Leaders demonstrate a good understanding of the independent school standards. They have taken appropriate action to ensure that these standards are met consistently.
- The headteacher has taken the issues raised in the last inspection report very seriously and he has made a determined effort to improve the quality of teaching across the school. He has ensured that staff have benefited from a range of training opportunities and additional support from external providers.
- With the support of the governors, leaders have recently completed a full review of progress in relation to the school's action plan and the relevant independent school standards. This has led to the identification of further priorities to be addressed.
- As the school's special educational needs coordinator, the headteacher has a detailed knowledge of all the pupils in the school and their individual needs. Adaptations and interventions are put in place to support any pupils with additional needs, although these are not yet recorded centrally.
- These standards are now met.

Statutory requirements of the early years foundation stage

- At the time of the last inspection, the school did not provide sufficient opportunities for

outdoor learning.

- An outdoor area has been secured for the sole use of Reception children. This is a small paved area between the school building and the car park. It is accessed from the basement of the school and is situated near to the Reception classroom. The area contains sand and water activities and is used daily when the weather is not inclement.
- The school has plans to develop this area further, for example by installing permanent fencing and providing additional resources. While this area is small and currently offers only basic facilities, it does fulfil the requirement to provide access to an outdoor play area.
- Reception class children also take part in weekly games lessons in the local park.
- This requirement is now met.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards

Part 1. Quality of education provided

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
 - 3(a) enables pupils to 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;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) 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;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) 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.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that—
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school;
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.

Part 4. Suitability of staff, supply staff and proprietors

- 18(2) The standard in this paragraph is met if—
 - 18(2)(e) 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;
- 20(6) The standard in this paragraph is met in relation to an individual ('MB'), not being

the Chair of the school, who is a member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if—

- 20(6)(b) subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB—
- 20(6)(b)(iii) where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB'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;
- 21(1) The standard in this paragraph is met if 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.
- 21(3) The information referred to in this sub-paragraph is—
 - 21(3)(a) in relation to each member of staff appointed on or after 1st May 2007, whether—
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e),

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that—
 - 32(1)(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request;

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school—
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

Statutory requirements of the Early Years Foundation Stage

- Providers must provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions).

School details

Unique reference number	134422
DfE registration number	336/6024
Inspection number	10084536

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 status	Independent school
Age range of pupils	4 to 13
Gender of pupils	Mixed
Number of pupils on the school roll	20
Number of part-time pupils	0
Proprietor	Rashid Ahmed Raja
Headteacher	Rashid Raja
Annual fees (day pupils)	£1,600
Telephone number	01902 710473
Website	The school does not have a website
Email address	raraja@hotmail.co.uk
Date of previous standard inspection	16–18 May 2017

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 a converted residential building adjacent to Wolverhampton Central Mosque.
- 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.
- While all pupils speak English as an additional language, very few of them are at the early stages of learning English.
- Pupils are mainly of Pakistani or Bangladeshi heritage.

- No pupils have an education, health and care plan.
- Since the previous standard inspection, governance arrangements for the school have been changed. The proprietor, who is also the headteacher, is now provided with additional support and challenge by a group of three people who fulfil some governance functions. This advisory body do not have any formal accountability for the school or its outcomes. The members of the group, previously referred to as trustees, are now known as governors. The school is also supported by an external consultant.
- The school had its last standard inspection on 16 to 18 May 2017.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards, and other requirements, that it was judged to not comply with at its previous inspection.
- This was the first progress monitoring inspection following the standard inspection in May 2017. This inspection was carried out without notice.
- Following the standard inspection in May 2017, the Department for Education required the school to prepare a statutory action plan. This plan was accepted in January 2018, however, the school was not informed of this decision until October 2018.
- The inspector met with the proprietor, who is also the headteacher, and members of staff. She spoke to a governor on the telephone.
- The inspector observed teaching, looked at samples of pupils' work and spoke informally to pupils.
- The inspector reviewed a range of documentation including: safeguarding policies and related information; the school's single central record; information relating to pupils' outcomes and the school's action plan for improvement.

Inspection team

Catherine Crooks, lead inspector

Her Majesty's Inspector

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