

Salafi Independent School

472 Coventry Road, Birmingham, West Midlands B10 9SN

Inspection dates

8 February 2017

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 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(h), 3, 3(a), 3, 3(c), 3, 3(d) and 3, 3(g)

- At the previous inspection in November 2015, leaders and teachers had not adapted the commercial schemes of work in order to meet pupils' different needs and abilities. In addition, the quality of teaching, learning and assessment did not meet the needs, aptitudes and abilities of all the pupils in the school. As a consequence, the large majority of pupils did not make the progress expected of them from their starting points, particularly in writing and mathematics.
- The action plan evaluation in July 2016 judged that the action plan was acceptable. The evaluation stated that the proposed actions were likely to bring about sufficient improvements in the quality of teaching, learning and assessment and pupils' outcomes.
- The proprietor, leaders and staff acted quickly to address the issues identified at the previous inspection. For example, leaders and teachers have suitably adapted the commercial schemes of work to cater for pupils' different needs and abilities, including for the least able pupils and the most able. Leaders and staff assess pupils' abilities and aptitudes when pupils start at the school. As a result, teachers are aware of pupils' prior knowledge, skills and understanding and plan appropriately to make sure that pupils learn and make progress.
- Information provided by the school shows that the large majority of pupils across the school are making the progress expected of them from their starting points in reading, writing, mathematics and science. The work in pupils' books confirms this.
- Since the previous inspection, pupils have more opportunities to develop their writing skills. For example, pupils have an extra literacy lesson a week for writing. In addition, pupils practise applying their writing skills during morning registration as part of the 'morning write' session, where pupils write about different subjects and topics. Teachers expect pupils to write for different purposes and audiences when recording their work in subjects such as science, mathematics, geography, religious education and history. The work in pupils' books shows that their writing skills improve over time and the large majority are doing well from their starting points.

- Teachers have completed training to plan and deliver the mathematics curriculum in line with the national curriculum guidance. As a result, the large majority of pupils confidently and proficiently apply their mathematical knowledge and understanding to solve increasingly difficult problems. The large majority of pupils are able to deepen their understanding of a range of mathematical topics and to give reasons for their calculations and answers. For example, pupils extend their understanding of the properties of two-dimensional shapes by solving 'real-life' contextual problems and by using formulas to calculate area and perimeter. The work in pupils' books shows that the large majority of pupils are making the progress expected of them from their starting points.
- Since the previous inspection, leaders and teachers use a commercial software package to record, monitor and evaluate pupils' work, learning and progress. Teachers who spoke with the inspector said that the package helps them to assess pupils' understanding and to plan appropriate subsequent lessons and interventions to make sure that pupils make progress. The work in pupils' books shows that teachers suitably modify lessons and, when necessary, the following lessons, to meet pupils' learning needs.
- Leaders use the detailed assessment information to check pupils' and groups of pupils' progress. Leaders also use the information to hold teachers to account for the progress of pupils in their class. As a result, the quality of teaching, learning and assessment has improved and the large majority of pupils, including the most able pupils, are doing well across a range of subjects.
- Teachers quickly identify the most able pupils and provide relevant and suitable work that extends and expands their knowledge and understanding. The work in pupils' books and information provided by the school show that this group of pupils is doing well, particularly in writing and mathematics.
- The majority of pupils who left the school at the end of Year 6 in 2016 reached the standard expected for their age in reading, writing and mathematics. This is a considerable improvement on pupils' outcomes at the end of key stage 2 in 2015.
- In 2016, the majority of pupils at the end of Year 2 reached the standard expected for their age in reading, writing and mathematics. This demonstrates a significant improvement on pupils' outcomes at the end key stage 1 in 2015.
- Information provided by the school shows that the large majority of pupils who did not do well at the end of key stage 1 in 2015 are now at, or above, the standard expected for their age in reading, writing and mathematics. Pupils who spoke with the inspector said that they are doing better as a result of the better teaching they receive.
- A minority of pupils enter the school at times other than at the beginning of Year 1. A large majority of these pupils are significantly below the expected standard for their age in literacy and numeracy. Some pupils have had a disrupted education or have been inadequately educated at home. The majority of the pupils with very low starting points do well while at the school, increasing their understanding and developing their skills in a range of subjects, particularly in reading and writing.
- The proprietor and school leaders have ensured that the school now meets these standards.

Part 3. Welfare, health and safety of pupils

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

- The standards in this part were met at the time of the last inspection. At the time of this inspection, the school's website was under reconstruction. As a result, the website did not include the school's safeguarding and related policies, for example the health and safety policy. However, leaders quickly and readily made copies of the relevant policies available for the inspector. Copies are readily available for parents and others.
- Safeguarding and child protection policies and procedures meet requirements and are informed by, and reflect, current guidance issued by the Secretary of State. The proprietor and leaders implement the range of policies, for example those relating to child protection, behaviour and anti-bullying, effectively. Pupils who spoke with the inspector said that they feel safe in school. They demonstrate a secure understanding of how to keep safe in a range of situations, including when using computers and the internet.
- The school's arrangements for safeguarding pupils are effective.

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 previous inspection in November 2015, not all of the independent school standards were met. The school's overall effectiveness was judged inadequate. The proprietor and leaders did not routinely check the effectiveness of the school's actions or of the quality of teaching, learning and assessment. The school development plan was not fit for purpose and did not prioritise precise areas for improvement.
- The action plan evaluation in July 2016 judged that the action plan was acceptable. The evaluation stated that the proposed actions were likely to bring about sufficient improvements in the effectiveness of leadership and management. As a consequence, it was likely that improvements in the quality of teaching, learning and assessment and pupils' outcomes would be secured.
- The proprietor, leaders and staff acted swiftly to address the issues identified at the previous inspection. They successfully implemented appropriate actions to address the previous failings. The requirements for part 1 are now met. As a result, the requirements for part 8 are now met.
- The proprietor and leaders monitor the quality of teaching, learning and assessment frequently and effectively. For example, the headteacher evaluates the following: pupils' learning in lessons; pupils' work in their books; and teachers' assessment of pupils' work, learning and progress. The proprietor routinely checks, challenges and validates this information.
- The proprietor and leaders make sure that teachers use assessment information to plan lessons that meet the needs of pupils who have different abilities. Teachers who spoke with the inspector said that the commercial package to help them assess pupils' work has improved their ability to plan relevant, focused and engaging lessons. The work in pupils' books shows that the large majority of pupils are doing well across a range of subjects as a result.

- Since the previous inspection, the school has employed an outside educational consultant. The consultant is appropriately evaluating the work of the school and moderating teachers' assessment of pupils' work.
- The school development plan is detailed and includes appropriate actions to address the weaknesses in the quality of teaching, learning and assessment and pupils' progress. The dates for actions to be completed are clear. The success criteria or intended outcomes of the actions are suitable, specific and measurable. This enables the proprietor and leaders to check that actions have had the intended effect. The plan addresses the school's weaknesses effectively. The improvements in the quality of education demonstrate this.
- The proprietor and school leaders have ensured that the school now meets these standards.

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

- Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(h); paragraphs 3, 3(a), 3, 3(c), 3, 3(d) and 3, 3(g)
- Paragraphs 34(1), 34(1)(a) and 34(1)(b).

School details

Unique reference number	133603
DfE registration number	330/6103
Inspection number	10022074

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	Primary
School status	Independent school
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	154
Number of part-time pupils	0
Proprietor	Salafi Independent School Limited
Chair	Mohammed Mousuf Ahmed
Headteacher	Dr Perwaiz Saeed Alam
Annual fees (day pupils)	£2,640
Telephone number	0121 772 4567
Website	www.salafiindependentschool.com
Email address	headteacher@salafischool.com
Date of previous standard inspection	23–25 November 2015

Information about this school

- Salafi Independent School is a primary Muslim day school for boys and girls. It opened in September 2002. It is registered for 159 pupils aged 5 to 11.
- Pupils are taught in mixed-gender classes in Years 1 to 4. Boys and girls are taught separately in Years 5 and 6.
- There are no pupils who have special educational needs and/or disabilities at the school.
- A minority of pupils enter the school at times other than the start of Year 1. A large majority of these pupils start at the school with standards below those expected for their age in reading, writing and mathematics.

- At the time of this inspection, the school's website was under reconstruction. Paper copies of policies are available for parents and others.
- Since the previous inspection, the headteacher left the school in December 2016. The current headteacher took up his post on 2 January 2017. The previous headteacher is chair of the proprietorial board. Two members of teaching staff, from Year 3 and the Year 5 girls' class, have left the school. Leaders have successfully appointed new teachers.
- The school does not use alternative provision.
- The school has informal links with the Redstone Academy, Moseley, Birmingham.

Information about this inspection

- This unannounced progress monitoring 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.
- The school was inspected in November 2015. Not all of the regulations were met and the school's overall effectiveness was judged as inadequate.
- The school submitted an action plan outlining its proposals to address the unmet standards. This action plan was evaluated in July 2016. The proposed action plan was judged 'acceptable'.
- This is the first progress monitoring inspection since the full inspection in November 2015.
- The inspector observed pupils learning and completed an extensive scrutiny of their work in a range of subjects.
- The views of pupils were considered through individual discussions.
- The inspector scrutinised documents including: the school's development plans; information on current pupils' progress, behaviour and attendance; the checks made on staff's suitability to work with children; the school's safeguarding policy and other school policies; and the school's curriculum and associated schemes of work.
- The inspector held discussions with the headteacher, leaders and staff.

Inspection team

Peter Humphries, lead inspector

Her Majesty's Inspector

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