

# Abu Bakr Boys School

Kent Street, Walsall, West Midlands WS2 7AN

## Inspection dates

9–11 May 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- School leaders have created a strong climate for learning where pupils value their education. Consequently, most pupils are determined to succeed and work hard during lessons.
- The quality of teaching is typically good. Teachers use their secure subject knowledge to plan carefully structured learning tasks. This enables almost all pupils to make good progress over time.
- Pupils experience a broad curriculum, with a balance of Islamic studies and national curriculum subjects. However, limited resources in a few subject areas hold back pupils from achieving their full potential.
- Pupils demonstrate good behaviour and treat each other with respect. However, there are a minority of pupils who do not show pride in their work and whose books are untidy.
- Pupils leave school well prepared for the next stage of their education. The proportion of pupils attaining good grades in English and mathematics is consistently high when compared with the national picture.
- Pupils' spiritual, moral, social and cultural (SMSC) development are extremely well promoted. Pupils are equipped well for making a positive contribution to society.
- The identification of, and support for, pupils who have special educational needs (SEN) and/or disabilities is not as effective as it could be. Consequently, a few of these pupils do not make the same consistently strong progress as pupils who do not have SEN and/or disabilities.
- Pupils are kept safe because safeguarding arrangements are effective. However, written records of concerns are not always as precise as they could be.
- Relationships between staff and pupils are positive and nurturing. Consequently, pupils show very good attitudes to learning.
- The proprietor and governors keep close checks on the school's progress against actions in the school development plan. They ensure that all of the independent school standards are fully 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.

## Full report

### What does the school need to do to improve further?

- Refine systems for logging safeguarding and welfare concerns so details are more specific, and records can be quickly and easily accessed by the appropriate staff.
- Strengthen the quality of teaching, learning and assessment by:
  - developing effective systems for the early identification of pupils who have SEN and/or disabilities
  - ensuring that staff receive appropriate training to enable them to plan learning tasks that are better matched to the needs of pupils who have SEN and/or disabilities
  - ensuring that pupils have access to a wider range of practical resources to support their learning, particularly in science and art.
- Leaders should ensure that all teachers share, and consistently reinforce, high expectations about pupils' presentation so all work is presented neatly and with care.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders provide good direction to staff and have clear plans for improving the school further. Leaders work hard to implement their plans to bring about positive change. Leaders have created a culture where effective teaching prevails, pupils demonstrate a good work ethic, and staff are committed to improving their practice. Leaders ensure that all of the independent school standards are met.
- Leaders' high expectations of teachers are communicated regularly through weekly staff meetings. Leaders are rigorous in checking that all staff follow agreed school policies. This helps to ensure consistency of practice throughout the school. For example, leaders have recently introduced a new approach to managing pupils' behaviour. This has been successfully implemented and is proving effective in diminishing incidents of poor behaviour.
- The school commissions the work of different educational consultants to carry out regular checks on the quality of teaching and learning. Consultants observe lessons and look at pupils' work, then provide teachers with prompt guidance and advice for improvement. Teachers value this feedback and are eager to improve. This leads to ongoing improvement in the quality of teaching.
- The headteacher, ably supported by the associate headteacher, maintains a strong focus on ensuring high-quality teaching and learning. Leaders arrange professional development for teachers to help them to refine their teaching and meet the needs of pupils more successfully. This results in better outcomes for pupils.
- The school curriculum provides pupils with a broad range of experiences across a growing number of subjects. For example, history has been introduced as a GCSE subject this academic year. There is a good balance between Islamic studies and national curriculum subjects. However, some subject areas are not as well resourced as other areas. This restricts pupils from demonstrating their full potential.
- A revised assessment system has recently been introduced. Leaders use this well to track and monitor pupils' progress. Staff have a growing understanding of the new system. Leaders ensure the accuracy of assessments through moderating work and checking it against information from examination boards.
- The leadership of the provision for pupils who have SEN and/or disabilities is underdeveloped. Procedures for identifying these pupils are rudimentary and not sufficiently robust. Consequently, there are pupils who have SEN and/or disabilities but are not identified as such. Furthermore, teachers' knowledge of special educational needs is limited because they have not had enough training in this area. Nevertheless, despite these limitations, teachers usually make some adaptations to learning and provide bespoke support to help pupils address their learning difficulties.
- School leaders have worked exceptionally hard to engage with the local community and prepare pupils well for life in modern Britain. British values are carefully woven into the curriculum. Pupils experience a range of rich and diverse learning experiences which enable them to play a positive, active role in the local community. For example, pupils are involved in a number of fundraising events, contributing to charities such as the Trussell

food bank in Walsall and Bullying UK.

- Pupils' personal, social, health and economic (PSHE) education programme, combined with effective religious education contribute well to their personal and social development. Leaders plan exciting opportunities for pupils to develop understanding and tolerance of those who are different to them. For example, earlier in the year, pupils attended the 'Three Faiths Forum' to learn about some of the main religions of the world. Pupils show acceptance and respect towards those who share different views and beliefs.

## **Governance**

- The school has a small governing body with the proprietor as the chair. Over half of the governing body also work at the school in a paid or voluntary capacity. Despite this, governors pose a good degree of challenge to the headteacher and hold him to account for pupils' performance.
- Governors are ambitious for pupils and support leaders' work to improve school facilities. For example, a parent governor has been instrumental in the design and creation of a new computer suite. This has enhanced pupils' access to good-quality information and communication technology equipment.
- Governors have an accurate view of the school's current strengths and weaknesses. They articulate clearly what the school needs to do to improve further. For example, they are aware of the limitations presented by the lack of a science laboratory and are working with leaders to address this.
- Governors maintain an overview of safeguarding. They ensure that procedures for appointing new staff follow effective practice guidelines for safer recruitment.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders take appropriate steps to ensure that all staff receive regular training about a wide range of safeguarding matters, so they are well placed to spot any concerns. While staff report concerns about pupils' welfare and/or safety, their recording of information is not always as precise and detailed as it should be. There is also some variation in how information is recorded and where it is stored. Potentially, this slows the speed at which those responsible for safeguarding can access safeguarding information. Leaders acknowledge this issue and have already made some changes to the way information is collected before the end of the inspection.
- Pupils' knowledge and understanding about keeping safe is second to none. This is because leaders ensure that pupils are taught, and kept regularly informed about, how to keep safe. Pupils spoke confidently about how to identify the signs of radicalisation. They are knowledgeable about child sexual exploitation and knife crime, as a result of two informative workshops pupils had attended.
- Leaders adopt a strict policy of safer recruitment, taking the Department for Education's (DfE) guidance into account. The headteacher maintains an accurate, up-to-date single central record which details all of the required checks to reduce the risk of unsuitable adults working with children. This helps to keep pupils safe.

- The school site is safe and secure. Visitors' identification is checked before admitting entry onto the school premises.
- The school's safeguarding policy is appropriate, complies with DfE requirements and is up to date. The policy is published on the school's website.

## Quality of teaching, learning and assessment

**Good**

- Teaching is typically good throughout the school. This enables pupils to develop their skills and knowledge successfully across a range of subjects. Leaders are committed to employing more teachers who are qualified. Leaders provide a range of in-house training to help all teachers, qualified and unqualified, to enhance their teaching skills. This training is successful in developing teachers' confidence and widening their repertoire of teaching approaches to meet the needs of more pupils effectively.
- Teaching is carefully structured to help pupils move through a well-planned sequence of learning. Teachers frequently check pupils' understanding and adapt their explanations as necessary to ensure learning flows. As a result, no time is wasted, and the large majority of pupils make good progress over time.
- The development of literacy across the curriculum supports pupils with their written and oral communications skills well. Leaders place value on the importance of teaching pupils to speak clearly and avoiding the use of unnecessary words in speech such as starting a conversation or sentence with the word 'basically'. Consequently, pupils express themselves well and with confidence. They develop a wide vocabulary.
- The teaching of mathematics is a strength. The school employs a few additional specialist teachers to cater for the needs of the most able pupils. These pupils achieve particularly well and are on track to attain high standards by the end of Year 11.
- In almost all subjects, teachers use their strong subject knowledge to ask probing questions and challenge pupils' responses. This is especially the case in mathematics where pupils are expected to explain their reasoning and think deeply. However, in art, where teachers' subject knowledge is relatively weaker, pupils' achievement is not as strong.
- The school provides comprehensive information to parents and carers about their children's attainment, progress, attendance and attitude to learning. Teachers intervene early if pupils start to fall behind, and parents are informed so they can encourage and support. This helps to ensure that pupils remain on track and achieve their target grades.
- Pupils quickly settle down to work in lessons because teachers establish effective routines. Almost all pupils focus well on their learning because it is usually matched well to their ability. However, in most classes there are one or two of the least able pupils who find the work too difficult. While these pupils are supported by the teacher, they do not make the same consistently strong progress as others.
- Teachers and pupils make good use of the limited resources in art and science. However, the shortage of some resources restricts the range of tasks that pupils can undertake. For example, pupils are unable to complete some practical science activities because they do not have readily available access to the required equipment. Despite this setback, pupils still achieve high standards in science, although leaders acknowledge that this could be even better if they had more resources. Leaders are currently exploring plans for a

science laboratory.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders make pupils' personal development a high priority. They provide an impressive range of wider curriculum experiences to ensure that pupils develop into responsible, confident individuals who value the importance of education. This includes good-quality independent careers guidance and support. For example, visiting speakers come into school to talk to pupils about different career paths. Pupils say these events help them to plan for their futures and set realistic aims.
- Relationships between staff and pupils are positive. Pupils value the school's pastoral team and benefit from the support and advice it offers. Pupils say the team is effective in helping them to resolve their concerns and worries. The pastoral team is successful in supporting pupils who sometimes struggle to manage their own behaviour.
- The curriculum includes regular, planned sessions about the nine protected characteristics and the importance of these in relation to how we treat others fairly. These sessions prepare pupils well for the diverse world in which we live, and help to develop positive attitudes towards others, regardless of the different beliefs they may hold.
- Pupils feel safe in school. They say that bullying is rare, although they have confidence in leaders that it would be immediately addressed if it arose. School records show that the few incidents of bullying that do occur are dealt with appropriately, with good support for the victim and suitable consequences for the perpetrator.
- Leaders take pupils' views seriously. Fortnightly school council meetings provide a platform for pupils to share their ideas with leaders. The democratically elected school council has contributed well to school improvement projects. For example, their ideas were considered for the recent refurbishment of the school's computer suite.

### Behaviour

- The behaviour of pupils is good.
- Pupils respond well to the school's revised policy for behaviour management. They understand the rewards and consequences clearly. The new approach has brought about a much greater degree of consistency in teachers' management of behaviour, resulting in reduced incidents of poor conduct. The number of permanent exclusions has dropped dramatically compared to the previous year.
- Pupils display sensible behaviour both during lessons and less structured times. They cooperate well when engaged in collaborative tasks, listening politely to each other's ideas. Pupils are courteous and respectful to staff and visitors. During the inspection, a visiting speaker from Walsall Food Bank shared several positive comments with an inspector about the pupils' behaviour and the excellent fundraising they do for the charity.
- Pupils develop very positive attitudes towards learning during their time in school. They are eager to achieve well and are aspirational about their futures. Almost all pupils show a

strong commitment to their work, both Islamic studies and the secular curriculum.

- Pupils' attendance is broadly in line with the national average. The school has effective procedures for managing absence, including offering rewards for good attendance.
- Teachers are not consistent in their expectations about pupils' presentation. Consequently, a significant minority of pupils do not take the necessary care and attention to present their work neatly. They do not show pride in their work.

## Outcomes for pupils

**Good**

- A sizeable proportion of pupils begin Year 7 with no results from key stage 2 national tests. However, the school uses its own standardised assessments to establish an accurate baseline assessment for all pupils. This indicates that most pupils enter Year 7 with levels of attainment in English and mathematics that are broadly average.
- From these broadly average starting points, most pupils achieve good outcomes over time and are well prepared for the next stage of their education. The proportion of pupils attaining GCSE English and mathematics compare favourably with national averages. This signifies strong progress from pupils' various starting points and reflects the effective teaching which is commonplace throughout the school.
- Leaders have refined the school's assessment system so they can more accurately monitor pupils' achievements and provide appropriate support if they begin to fall behind. Consequently, most of the current pupils make strong progress in English and mathematics. Pupils make good progress in science, although outcomes do not yet quite match the high levels of achievement in English and mathematics. This is partly because pupils do not have consistent access to the resources to carry out practical investigations.
- In 2017, there were no pupils entered for the English baccalaureate because the curriculum did not offer a broad enough range of subjects. However, leaders have recently extended the range of subjects that pupils can study to GCSE level. The proportions of Year 11 pupils who attain grades A\* to C at GCSE in several other subjects are also above national averages. This includes religious education, science and citizenship.
- Key stage 3 pupils access a broad curriculum which includes computing, art, religious education, history, citizenship and physical education. They make at least steady progress in these subjects, although outcomes in art are not as strong due to resource limitations.
- Pupils make particularly good progress in Islamic studies and their study of the Koran. Teachers monitor progress rigorously and provide support as required so pupils do not fall behind.
- Teachers' encouragement and support enables pupils to develop a strong work ethic. Almost all pupils who left school last academic year went on to secure a suitable place in further education or training. Pupils who spoke to inspectors were clear about their future aspirations and the journey to achieving success.
- Most pupils who have SEN and/or disabilities make reasonable progress from their starting points. However, it is not as strong as for other pupils because some teachers lack the knowledge and skills to meet these pupils' needs fully.

## School details

Unique reference number	135483
DfE registration number	335/6013
Inspection number	10038834

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	Other Independent School
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	209
Number of part-time pupils	0
Proprietor	Mohammad Luqman
Chair	Mohammad Luqman
Headteacher	Mohammed Ramzan
Annual fees (day pupils)	£1,700
Telephone number	01922 724149
Website	<a href="http://www.abubakrboysschool.org">www.abubakrboysschool.org</a>
Email address	<a href="mailto:info@abubakrboysschool.org">info@abubakrboysschool.org</a>
Date of previous inspection	4 July 2017

## Information about this school

- Abu Bakr is an Islamic day school situated in Walsall.
- The school is part of the Abu Bakr Trust and owned by a sole proprietor. The proprietor is also the chair of the governing body. It is registered to admit up to 300 boys in the age range 11 to 16 years.
- The school does not use alternative provision.
- The school's last full standard inspection was 4–6 November 2014.

## Information about this inspection

- Inspectors observed lessons in all year groups. One observation and a learning walk were carried out jointly with a school governor. Inspectors looked at a wide range of pupils' work from different subjects across the curriculum.
- Inspectors talked to pupils about their experiences of school, keeping safe and their reading habits. Inspectors heard several pupils read.
- Prior to the inspection, an inspector reviewed the school's website.
- Inspectors talked to different staff to ask them about safeguarding arrangements and the support they received from leaders. An inspector checked a few staff personnel files and looked at welfare and safeguarding concerns raised by staff.
- An inspector conducted a tour of the school site to look at the building and premises.
- The lead inspector met with the school's proprietor and one other governor.
- There were insufficient comments on Parent View, Ofsted's online questionnaire, to make an evaluation. Inspectors considered one comment from Ofsted's free-text facility.
- Inspectors reviewed a wide range of school documentation provided by the school including policies, schemes of work, the school's self-evaluation, the school improvement plan, and pupils' examination results.

## Inspection team

Tim Hill, lead inspector

Her Majesty's Inspector

Michael Onyon

Ofsted Inspector

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