

Hafs Academy

Unit 3, 26 Maryland Road, Stratford, London E15 1JW

Inspection date

26 June 2018

Overall outcome

The school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h) and 2(2)(i)

- Leaders have planned the proposed curriculum for pupils effectively. The curriculum includes all required areas of learning. Leaders have prepared schemes of work which build on the learning and progress of pupils in key stage 3. Leaders plan for pupils to take a broad range of GCSE subjects. Specialist rooms are available for science and information and communication technology.
- Pupils are timetabled for personal, social, health and economic (PSHE) education; they also study citizenship and religious education. The PSHE course is in line with the school's Muslim ethos and also prepares pupils well for life in modern Britain.
- The PSHE course includes units of work about careers, and pupils also find out about careers in subjects and assemblies. Pupils have access to a variety of online programmes and receive impartial careers advice from external agencies.
- School leaders have ensured that these standards are likely to be met by the school if the material change is implemented.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i) and 3(j)

- There are a number of strengths in teaching, which have a positive impact on pupils' learning. Teachers have strong subject knowledge and plan activities which meet pupils' needs and challenge them to make good progress.
- Teaching promotes good behaviour. Pupils listen and concentrate well. They respond positively to teachers' high expectations and work well together. There are strong relationships between adults and pupils, and between pupils. For example, in science pupils worked well together to research the properties and uses of the electromagnetic spectrum.

- Teachers' questioning is effective. Teachers encourage pupils to think deeply about what they are learning and develop their own views and opinions. This is also reflected in pupils' writing.
- Pupils have developed positive attitudes to learning. They are motivated and keen to continue their studies at the school.
- School leaders have ensured that these standards are likely to be met by the school if the material change is implemented.

Paragraph 4

- The school's system for monitoring pupils' progress and attainment is effective. Teachers know how well pupils are doing and use this information to plan activities and set targets.
- School leaders have ensured that these standards are likely to be met by the school if the material change is implemented.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)

- Pupils' spiritual, moral, social and cultural development is well planned, in both the religious and secular curriculums. Overall, pupils are well prepared for life in modern Britain. They develop respect and tolerance for people with the full range of protected characteristics, and know about British values and how democracy works. Pupils know about other world religions. They all study religious education and can talk about their visits to a gurdwara and a synagogue, and how this helps them to respect people of other faiths.
- Leaders ensure that there are opportunities for pupils to develop leadership qualities and demonstrate compassion for others. There is a school council of pupils elected by their peers. Pupils have opportunities to lead the call to prayer. Pupils have a say in the destinations for reward trips. They also decide which charities to support through a variety of fundraising activities.
- School leaders have ensured that these standards are likely to be met by the school if the material change is implemented.

Part 3. Welfare, health and safety of pupils

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

- The school's safeguarding policy meets requirements and is published on the school's website for parents and carers.
- School leaders have created a positive culture of safeguarding within the school. Leaders have developed effective links with the local authority safeguarding teams and with the police. Leaders act on advice, and make sure training is comprehensive and up to date.
- Pupils are confident that they feel safe in school and can talk to staff if they have concerns. They follow safety advice well, for example when walking to the school's

outdoor area at breaktime. In lessons and assemblies, pupils learn about how to keep themselves safe, including on the internet.

- School leaders have ensured that these standards are likely to be met by the school if the material change is implemented.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- School leaders, including governors, demonstrate that they have planned effectively for the new key stage. They have considered the needs of staff and pupils, in addition to the academic requirements of the new GCSE courses. The recently created staff leadership roles to improve the school's pastoral care and monitoring of pupils' progress and attainment are having a positive impact on pupils' welfare and progress in key stage 3. Consequently, they are well positioned to support pupils as they move through the school.
- School leaders have ensured that these standards are likely to be met by the school if the material change is implemented.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change.

School details

Unique reference number	138801
DfE registration number	316/6002
Inspection number	10048509

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Other Independent School
School status	Independent school
Proprietor	Al-Duroosul Muthmira Limited
Chair	Muhammed Mujeeb Rahman
Headteacher	Mr Jamil Ahmed
Annual fees (day pupils)	£2,800
Telephone number	020 8555 4260
Website	www.hafsacademy.org
Email address	info@hafsacademy.org.uk
Date of previous standard inspection	29 November–1 December 2016

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 14	11 to 16	11 to 16
Number of pupils on the school roll	86	120	120

Pupils

	School's current position	School's proposal
Gender of pupils	Boys	Boys
Number of full-time pupils of compulsory school age	86	120
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	0	0
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	0	0
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	0	0

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	21	27
Number of part-time teaching staff	0	0

Information about this school

- Hafs Academy is an independent day school in Newham, East London. The school has a Muslim ethos. The school is registered for boys and girls between the ages of 7 and 11, and for boys between the ages of 11 and 14. There are currently only secondary-aged pupils.
- The school occupies premises on an industrial estate at 26 Maryland Road, Stratford. The school is a former industrial unit, which has been converted for educational use.

The school uses the nearby Alma Street Community Play Areas for recreation and some physical education.

- All pupils attend full time. The school is registered to offer places to 240 pupils. There are currently 86 pupils on the roll. None of the pupils has an education, health and care plan.
- The school does not use any alternative provision.
- The school received a full standard inspection in December 2016, when it was judged to be inadequate. The school had its first progress monitoring inspection in October 2017, when all of the previously unmet standards were met.

Information about this inspection

- This inspection was conducted by Ofsted at the request of the Department for Education to consider the school's application for a material change to include a new key stage 4 and extend the age range from 7 to 16.
- The focus of the inspection was to consider whether the independent school standards in Parts 1, 2 and 8 were likely to be met if the proposed material changes were approved.
- The inspector met with the headteacher and other senior leaders. The inspector met with governors representing the proprietor.
- The inspector undertook a tour of the school with leaders.
- The inspector visited classes in Years 7 to 9, across a range of subjects. All of these were joint visits with senior leaders. The inspector spoke to pupils in classes and held a discussion with the school council.
- A wide range of documents was scrutinised, including curriculum policies and plans, and documents relating to safeguarding, health and safety, behaviour and assessment.

Inspection team

Janet Hallett, lead inspector

Her Majesty's Inspector

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