

Afifah School

86 Clifton Street, Old Trafford, Manchester M16 9GN

Inspection dates

3 April 2019

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

Paragraph 2(1), 2(1)(b), 2(1)(b)(i)

- The school's clear and well-considered written curriculum policy is supported by appropriate schemes of work. Schemes of work are suitably detailed and developed to meet the needs of the age range of pupils. Schemes of work are based around national curriculum guidance and in key stage 4 pay due regard to GCSE and other nationally accredited qualification requirements.
- Leaders ensure that schemes of work are suitably amended, to promote effective learning, including that of pupils with special educational needs and/or disabilities (SEND) who have an education, health or care plan.
- The standards inspected relating to quality of education are met.

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

Paragraph, 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)

- The school's effectively designed curriculum for spiritual, moral, social and cultural development of pupils meets the requirements of the independent school standards (ISS).
- Schemes of work reflect the school's Islamic faith ethos and closely adhere to the national curriculum. They also take account of national guidance from subject associations. The schemes of work and associated teaching plans are detailed and contain appropriate themes. These themes are carefully adapted to take account of pupils' ages and stages of development, and include the study of a range of different religions and beliefs, relationship education and sexual health. Themes also promote pupils' understanding of equality and diversity to good effect.
- Pupils demonstrate an excellent understanding of the fundamental values found in British society. This was exemplified by the confident explanations offered by primary pupils about the role of a monarch and how this role differed from that of a president. Primary and secondary pupils demonstrated a strong belief in equality and tolerance for different groups found in modern British society, including those groups with protected characteristics. Secondary-aged pupils were able to give well-reasoned and

mature explanations of how their religious study teaches tolerance and understanding, and how it also dissuades individuals from passing judgment on others' life choices.

- Pupils benefit from an excellent range of educational and social visits which strongly promote their academic, sporting, cultural and social development. Pupils take part in a range of sporting contests with other local schools, attend university open days and enter academic competitions. They also visit a range of museums, theatres and many other places of interest linked to their studies. These include the religious buildings and places of worship associated with a wide range of different faiths. In addition, pupils play an active role in their community and have good links with the neighbouring sheltered housing scheme for the elderly.
- Pupils have many opportunities to develop their confidence and self-reliance through the participation in roles of responsibility, such as 'Shura' councillors, school councillors or by running enterprise events, such as the school's tuck shop.
- Leaders have ensured that the school has effective systems in place to prevent the promotion of partisan or extremist view being presented to pupils in school or when on educational visits.
- The standards relating to spiritual, moral, social, and cultural development of pupils are met.

Part 3. Welfare, health and safety of pupils

Paragraph, 7(a), 7(b)

- Leaders and the proprietors have ensured that safeguarding arrangements are fit for purpose and they pay due regard to the most up-to-date guidance from the Secretary of State. The school's child protection policy is a detailed document that meets all statutory requirements. The policy is implemented effectively by knowledgeable and vigilant staff who respond swiftly and appropriately when any safeguarding concerns are identified. Records are kept meticulously, and information shared with appropriate authorities, parents and carers to help promote pupils' well-being and keep them safe.
- The school's proprietors have ensured that appropriate filtering and monitoring is in place on the school's internet connection. Additionally, leaders have taken effective actions to strengthen procedures in line with the requirements of the general data protection regulations. As a result, staff make safe and effective use of online systems.
- Leaders ensure the satisfactory completion of statutory checks on the suitability of staff and other adults to work with pupils. They record their checks meticulously in an appropriate format in a single central register of information in line with statutory requirements.

Paragraph 11

- The school has a well-written and detailed health and safety policy which is available to parents and others on the school's website and by request to the school office. The policy clearly identifies the responsibilities of leaders and staff in ensuring the safety of pupils. As a result of the policy's effective implementation, the school complies with all relevant health and safety laws.

Paragraph 14

- Leaders ensure that pupils are well supervised. Staff greet pupils at the doors in the morning. Effective procedures ensure the safe dismissal of pupils at the end of the school day. Recreational time, including breaks and lunchtime, are well supervised by scheduled duty staff, who promote pupils' safety and good conduct effectively.
- Pupils are well supervised during their learning activities by appropriately qualified and/or experienced staff. Leaders make good use of staff who have specialist knowledge to deliver specific areas of the curriculum. These areas include science, mathematics, and computing science in key stage 3 and key stage 4 and the early years curriculum. Similarly, specialist teachers promote effective learning in physical education in the early years and in Islamic studies.

Paragraph 16, 16(a), 16(b)

- The school has a written risk-assessment policy in place that is implemented effectively by leaders and staff. Consequently, risks are well managed in school. For example, leaders have staggered the times of breaks to minimise the risk of injury to younger pupils from older pupils engaging in playground activities and sport. Leaders have taken effective actions to reduce the risks to children using the outdoor area in nursery, through the installation of an ingenious locking system to the external gate to prevent unauthorised exits or intrusions to the school grounds.
- The standards inspected relating to welfare, health and safety of pupils are met.

Part 5. Premises of and accommodation at schools

Paragraph 28(1), 28(1)(a)

- The proprietor has ensured that suitable drinking water is readily available to all pupils. Pupils in key stages 1, 2, 3 and 4 have access to a drinking water fountain located in the school hall. The fountain is clearly labelled as drinking water and available at all times, including breaktime.
- Children in the early years, including the Nursery class, have access to suitably labelled drinking water dispensers in their classrooms. These dispensers are frequently refilled by staff and cleaned at the end of each day. Water dispensers are relocated to the yard when children in early years receive physical education to ensure that they have easy access to water during physical activity.
- The standards that were inspected and that relate to premises and accommodation at the school are met.

Part 6. Provision of information

Paragraph 32, 32(1), 32(1)(c)

- Leaders have ensured that an up-to-date copy of the school's safeguarding policy is published on the school website and so the standard inspected relating to provision of information is met.

Part 8. Quality of leadership in and management of schools

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

- Leaders and managers have ensured that all the inspected standards are met.
- Leaders have an excellent understanding of the strengths and weaknesses of the school because of their frequent and detailed monitoring. They demonstrate good understanding of the independent school standards. Leaders are reflective practitioners who routinely evaluate the school's operation to identify how it could be improved. Leaders were able to give clear examples of how their actions, arising from their experiences, have brought about school improvement. These include the development of the nursery outdoor-learning areas, which has resulted in a higher quality of learning opportunities for children.
- Leaders have a good understanding of health, safety and safeguarding practices and strongly promote pupils' welfare. They make good use of the close links with the local authority to seek advice and swiftly take appropriate actions when any concerns are identified.
- The proprietors demonstrate a good understanding of the school because of the information they receive from leaders and the checks they undertake independently. They hold senior leaders closely to account for the impact of their actions through formal meetings each term, and through frequent informal visits to school to meet staff, pupils and to observe and discuss the impact of leaders' actions.

Schedule 10 of the Equality Act 2010

- Leaders ensure that the school's curriculum supports the promotion of tolerance and understanding for groups who have protected characteristics. The promotion of equality is particularly evident in the schemes of work for personal, social, health and cultural education. As a result, pupils are well prepared for life in modern Britain and a global society.
- Leaders have ensured that the requirements of the Equalities Act and associated independent school standards are met.

Statutory requirements of the early years foundation stage

Section 1

- Leaders in early years, including the nursery, ensure that children receive an appropriate curriculum that promotes effective learning in the seven areas required by the regulations.
- Teachers implement the curriculum well. Alongside leaders, teachers regularly review and amend their planning to take account of any concerns that may have arisen and respond to individual children's needs and interests. Leaders ensure that parents and children have frequent opportunities to contribute effectively to the planning of learning activities.
- Children benefit from a stimulating and engaging environment that ensures purposeful learning. Activities are delivered by knowledgeable staff who ensure that children quickly settle to their learning. Children develop their social skills well and swiftly improve their academic knowledge and understanding because of the good quality of teaching they receive. As a result, children are well prepared for the next stage of their education and learning.

- Parents receive termly reports about their children's progress. These reports are based on the detailed assessments undertaken by staff and clearly identify the child's next steps for development.

Paragraph 3.28

- Children in the early years including the nursery, are suitably supervised by appropriately qualified caring staff who promote children's learning well. Adults habitually use questioning effectively, to model language and to check children's understanding throughout the day. Adults meet children and parents or carers at the start of each session and effective handover procedures are in place at the end of each session. Parents who spoke with the inspector explained that the school staff are approachable and are swift to speak with them if they have any concerns about a child.

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. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	134469
DfE registration number	358/6018
Inspection number	10099727

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	Islamic faith school
School status	Independent school
Age range of pupils	2 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	205
Proprietor	Afifah Academy
Headteacher	Mr Abdul Malek
Annual fees (day pupils)	£2,750 secondary £3,100 primary and pre-school
Telephone number	0161 872 1516
Website	www.afifahschool.co.uk
Email address	headteacher@afifahschool.co.uk
Date of previous standard inspection	14–16 March 2017

Information about this school

- Afifah School is an independent day school. It caters for pupils aged two to 16 years.
- There are mixed-gender classes in the early years and primary phase, but girls only in the secondary phase.
- The school was registered in 2001. It is situated near Manchester city centre in a residential area of Old Trafford. It is a school with an Islamic religious character.
- The school's aim is to develop 'every student's mind, body and soul, by promoting academic progress and nurturing their intellectual, physical, spiritual and social potential for the benefit of the wider community'.
- The school does not use alternative provision.

Information about this inspection

- This emergency inspection was commissioned by the Department for Education (DfE).
- The inspection was carried out under section 109 of the Education Act 2014 and was unannounced.
- The DfE requested that the inspector reported on the independent school standards (ISS) in respect of safeguarding, the school's curriculum policy, schemes of work and the promotion of pupils' spiritual, moral, social and cultural development. In addition, the inspector reported on some of the ISS relating to the welfare, health and safety of pupils, the provision of access to drinking water and the deployment of staff. The inspector also reported on the ISS relating to the management of risks and leadership and management of the school. Furthermore, the inspector reported on the statutory requirements of the early years foundation stage relating to curriculum and the supervision of children.
- The inspector toured the school with members of the senior leadership team. He visited lessons in classrooms in all key stages, and observed pupils arriving at the start of the day. He also observed pupils at play and the systems in place for the management of nursery children's safe arrival and departure from their sessions.
- The inspector spoke formally to two groups of pupils and spoke to a wide range of staff around the school. He also spoke with senior leaders, including the deputy headteacher, the head of primary and the nursery manager.
- The inspector spoke with a group of parents who were collecting their children from nursery following the morning session.
- The inspector scrutinised a range of school documents and held discussions with the headteacher, senior leaders and a director of the proprietary organisation.

Inspection team

John Nixon, lead inspector

Her Majesty's Inspector

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