

# Inspection of Andalusia Academy Bristol

Old School Building, St Matthias Park, St Philips, Bristol, Avon BS2 0BA

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Inspection dates: 11–13 February 2020

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Early years provision

**Inadequate**

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

**No**

## **What is it like to attend this school?**

The quality of education at Andalusia Academy has declined significantly over the last year. It is not good enough. Many changes in staff have unsettled the school, and staff morale is low.

Most pupils are well mannered, polite and courteous. However, a minority of pupils find it difficult to concentrate in class. This disrupts their own learning and other pupils'. Leaders are slow to react when teachers identify pupils who are in need of extra help and support.

The new headteacher wants to improve the school. Even so, he has only just arrived. Many of his ideas are still at the planning stage.

Teachers are not well trained in their subjects. They lack expertise in the teaching of reading. Pupils make a poor start at school because they do not learn to read as quickly as they should.

Pupils are happy and feel safe. Few pupils are worried about bullying. However, pupils are potentially at risk because leaders are not carrying out their statutory safeguarding duties. They are not keeping adequate records when concerns are raised about pupils' well-being. Leaders are not making sure that all staff have the safeguarding training that they need.

## **What does the school do well and what does it need to do better?**

Many senior staff, including the headteacher, have left the school since the previous inspection. Staff lack direction because it is not clear to them who is in charge of what. Staff feel disheartened.

The new headteacher has high aspirations for pupils. But, after eight weeks in charge, he has not had time to bring about any significant improvement. Many of the actions that have been taken have been unsustainable.

Children in the early years are slow to develop basic reading skills. There is little urgency to do this. Teachers use several different schemes for teaching phonics. Children are confused. They find it hard to blend component sounds into words. As a result, they take far too long to become fluent readers.

Children in the Reception Year have little opportunity to choose their own activities. The environment is unstimulating and uncared for. Children do not get enough opportunities to learn outside. This limits their learning in the prime areas of the curriculum such as physical development and personal, social and emotional development. Children's imagination is being stifled.

The primary curriculum lacks coherence. Teachers plan for their own classes without sufficient consideration of what pupils have learned in previous years. For example,

pupils' experience of physical education is not well coordinated. Pupils are not progressively building up skills such as movement and dance from Year 1 to Year 6.

Teachers implement the curriculum for writing in Years 5 and 6 well. This helps many pupils to catch up on some of the knowledge they missed lower down the school.

Secondary-age pupils study a core of academic subjects, including English, mathematics and science. Teachers sequence the mathematics curriculum well. Pupils learn mathematical content that builds towards defined end points in Year 11. Still, other subjects are not planned as effectively. Teachers' planning is fragmented, with little reference to the content pupils have already learned. The artistic and creative areas of the curriculum are not well developed.

Pupils are not well motivated because teachers' planning is not based on a suitable curriculum. Teachers do not receive sufficient training to keep their subject knowledge up to date. Teachers assess pupils' attainment using an agreed framework. Even so, leaders are not using this assessment information to reflect on and improve the curriculum.

Some pupils' behaviour is poor. This is hindering their learning. The new headteacher has introduced new behaviour rules. Pupils say that these are making a difference, but it is still early days.

Teachers make sure that pupils understand different people's views of the world. For example, in religious studies pupils learn about Christianity and Judaism. Pupils learn to respect people with different faiths. Even though they recognise the school's many weaknesses, parents and carers remain supportive of it.

Pupils are not receiving adequate advice about their future careers. Many have high aspirations for professional careers. Some work has begun, but leaders do not yet have a strategy in place to improve careers guidance.

The school challenges pupils to consider social and moral issues. For example, pupils recently prepared a whole-school assembly about mental health issues. Even so, pupils have little opportunity to take part in extra-curricular cultural or sports activities. There are no lunchtime or after-school clubs.

Pupils with special educational needs and/or disabilities (SEND) are not well served by the school. Leaders have not given this work a high priority and so these pupils have not received the help they need. Leaders have not published information on the school's website about how pupils with an education, health and care plan will be supported.

Leaders' self-evaluation of the performance of the school is hampered by a lack of time for monitoring and a lack of capacity in middle leadership. Because there is little monitoring of staff performance, training needs are not being identified and so staff subject knowledge is not being improved.

Leaders do not keep accurate records of complaints that are made against the school or how they were resolved. They do not publish the number of complaints that are made, as they are required to do.

The school meets the requirements of schedule 10 of the Equality Act.

Leaders' health and safety checks on the school buildings do not ensure that the premises are maintained to a safe standard. This places pupils at risk. They have also not ensured that the temperature of hot water is safe. Risk assessments do not include risks posed to pupils from hazards relating to the school premises.

The proprietor and governors are committed to supporting the school. In the last year they have reorganised their committee structure. However, they have acted too slowly to deal with the decline in the quality of education at the school since the previous inspection. They do not demonstrate the ability to ensure that the school consistently meets the independent school standards.

The school does not meet standards contained in parts 1, 3, 4, 5, 6, 7 and 8 of the independent school standards. It does not meet the statutory requirements for the early years foundation stage either. This includes aspects of both the learning and development requirements and the safeguarding and welfare requirements.

## **Safeguarding**

The arrangements for safeguarding are not effective.

The proprietor has not ensured that all statutory recruitment checks have been completed. The single central record is not complete because checks on the suitability of governors have not been carried out. Staff who carry out these checks do not understand their role because they have not had suitable training.

When teachers raise concerns about pupils' well-being, accurate records are not kept. Consequently, information is missing. Leaders show insufficient urgency in following up referrals to outside agencies. Long delays in resolving concerns about pupils' welfare mean that pupils are put at risk.

When staff are asked to carry out safeguarding training, leaders do not check diligently that they complete it. Therefore, they cannot be sure that staff have the up-to-date knowledge they require. The culture of safeguarding is too relaxed, and so systems for identifying when pupils are vulnerable are not effective.

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

### **(Information for the school and proprietor)**

- Leaders have not placed a high enough priority on safeguarding. Consequently, systems for training staff and for maintaining the premises are not good enough. The proprietor and the governing body must ensure that:

- statutory checks on the suitability of those who lead and manage the school, particularly governors, are carried out diligently and recorded in the single central record
  - staff who carry out pre-employment checks are well trained
  - records of the safeguarding training provided for all staff are accurate and up to date so that any gaps can be identified quickly
  - concerns about pupils' welfare are recorded accurately and referrals to external agencies are followed up tenaciously
  - maintenance work around the premises, including electrical work, is carried out safely, having assessed any risks to pupils.
- Leaders have not established who is responsible for subject leadership across the school. As a result, the curriculum lacks coherence in many areas and teachers' assessment and planning do not take pupils' aptitudes and needs into account. Leaders must urgently establish who is responsible for curriculum leadership in each subject.
- Leadership of the early years is weak. The school does not meet the requirements of the early years foundation stage framework. Phonics teaching is ineffective, and so children do not learn to read as quickly as they should. Leaders should ensure that:
- the teaching of early reading is given a high priority in the school
  - all seven areas of learning and development are included in the school's early years curriculum
  - children are given the chance to make their own choice of activity and lead their own imaginative play, including in the outdoor area
  - both the classroom environment and the outdoor area are well maintained, inviting and stimulating for children.
- Expectations of pupils' behaviour have been too low over time. The conduct of a minority of pupils has deteriorated and they lose concentration in lessons easily. Leaders need to establish higher expectations of behaviour that are consistently applied by all staff.
- The school has only recently appointed a member of staff to take charge of careers guidance. Pupils are not yet receiving comprehensive advice about a range of possible career pathways. Leaders should develop a strategic plan for providing careers education.
- The school lacks leadership capacity in many areas of its work. This has led to low morale among staff. The governing body must urgently establish an effective leadership structure so that the independent school standards are fully met. They must:
- make sure that pupils with SEND are identified early and given effective support
  - systematically log complaints about the school and keep accurate records of how they are resolved

- provide up-to-date information on the school's website, including the number of complaints received and accurate information about the school's provision for pupils with SEND.

## **How can I feed back my views?**

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The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

<b>Unique reference number</b>	130391
<b>DfE registration number</b>	801/6130
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10129914
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	4 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	180
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Bristol Islamic Schools Trust
<b>Chair</b>	Ghassan Nounu
<b>Headteacher</b>	Ali Awan
<b>Annual fees (day pupils)</b>	£3,000–£3,500
<b>Telephone number</b>	0117 9291661
<b>Website</b>	<a href="http://www.andalusiaacademy.org.uk">www.andalusiaacademy.org.uk</a>
<b>Email address</b>	<a href="mailto:admin2aab@bist.org.uk">admin2aab@bist.org.uk</a>
<b>Date of previous inspection</b>	25–27 September 2018

## Information about this school

- The school was founded in 2005 as an independent school with an Islamic ethos. The proprietor, Bristol Islamic Schools Trust, operates only this school. A governing body oversees the work of senior leaders on behalf of the proprietor. The chair of the governing body was appointed by the proprietor in April 2019.
- The last standard inspection took place in September 2018. At this time, the school was judged as requires improvement.
- The primary phase has 75 boys and girls taught in mixed-age classes. The secondary phase admits only girls. There are 105 girls in the secondary phase.

- The previous headteacher left the school in December 2019. The current headteacher took up his post in January 2020, four weeks before the inspection.
- The proportion of pupils that have SEND is low. One pupil has an education, health and care plan.
- The school does not use alternative provision.

## Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- We met with the headteacher, the chair of the governing body and the chair of the proprietorial body.
- The lead inspector spoke with the designated safeguarding leader, scrutinised safeguarding documents, including records of pre-employment checks and records of safeguarding referrals, and considered information about staff safeguarding training.
- The lead inspector toured the site jointly with the headteacher to evaluate the suitability of the premises and met with the leader responsible for health and safety.
- We did deep dives in early reading, mathematics, science and physical education. In each of these subjects, inspectors met with teachers, considered curriculum plans, visited lessons, spoke with pupils and considered pupils' written work.

## Inspection team

Paul Williams, lead inspector

Her Majesty's Inspector

Matthew Barnes

Her Majesty's Inspector



## **Annex. Compliance with regulatory requirements**

### **The school failed to meet the following independent school standards**

#### **Part 1. Quality of education provided**

- 2(1) The standard in this paragraph is met if-
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
  - 2(1)(b) the written policy, plans and schemes of work-
    - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
  - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
  - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
  - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
    - 2(2)(e)(i) is presented in an impartial manner;
    - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
    - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
  - 2(2)(h) that all pupils have the opportunity to learn and make progress.
- 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(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;

- 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;
- 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

### **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; and
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that-
  - 9(b) the policy is implemented effectively.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 16 The standard in this paragraph is met if the proprietor ensures that-
  - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
  - 16(b) appropriate action is taken to reduce risks that are identified.

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

- 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)(a) MB-
  - 20(6)(a)(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction.
- 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(6) The information referred to in this sub-paragraph is, in relation to each member ("MB") of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.

#### **Part 5. Premises of and accommodation at schools**

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 28(1) The standard in this paragraph is met if the proprietor ensures that-
  - 28(1)(d) the temperature of hot water at the point of use does not pose a scalding risk to users.

#### **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)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
- 32(3) The information specified in this sub-paragraph is-

- 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;
- 32(3)(f) details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year.

### **Part 7. Manner in which complaints are handled**

- 33 The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which-
  - 33(i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is–
  - 33(i)(ii) available for inspection on the school premises by the proprietor and the head teacher;
  - 33(j) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and-
  - 33(j)(i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and
  - 33(j)(ii) action taken by the school as a result of those complaints (regardless of whether they are upheld); and
  - 33(k) provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.

### **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; and
  - 34(1)(c) actively promote the well-being of pupils.

## **Early years foundation stage**

- Learning and development requirements: paragraphs 1.3, 1.4, 1.5, 1.8 and 1.9.
- Safeguarding and welfare requirements: paragraphs 3.7, 3.54, 3.57, 3.58 and 3.64.

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