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King Fahad Academy

Independent school inspection report

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Reporting inspector	Israr Khan

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A[1] of the Education Act 2002, as amended by schedule 8 of the Education Act 2005[2], the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

The inspection of registered provision[3] was conducted under Section 49(2) of the Childcare Act 2006.[4]

Information about the school

The King Fahad Academy serves the Saudi, Arab and Muslim communities of London by providing a bilingual international education with an Islamic ethos to students aged 3–18 years. There are presently 460 pupils on roll. There are no children receiving nursery funding and no pupils have statements of special educational needs. There is a staff crèche for children from birth to three years. A separate inspection report was produced for this provision in 2008. The remainder of the Academy was last inspected in March 2006. The Academy is 'committed to helping all students realise their full potential and become well-balanced, productive citizens who appreciate the multicultural world in which we live'. It has undergone major curricular changes over the 25 years of its history. It has moved from providing a Saudi-based curriculum entirely in Arabic to teaching an international curriculum in English with Arabic taught alongside other subjects. The Academy consists of six departments. The nursery offers the Early Years Foundation Stage; the boys' lower school and the girls' lower school are working towards authorisation from the International Baccalaureate (IB) for the Primary Years Programme. The boys' and girls' upper schools also aim to be authorised by IB for the Middle Years Programme. International GCSEs are offered to students in Years 10 and 11. The IB Diploma is offered to those above the age of sixteen years.

Evaluation of the school

King Fahad Academy successfully meets its stated aims and provides a good quality education for its pupils. The outcomes for pupils in the Early Years Foundation Stage are satisfactory. The school meets all regulations. Pupils are provided with a broad, balanced and relevant curriculum. Changes to the curriculum that were initiated a few years ago are meeting the needs of pupils well. The quality of teaching is good, with some outstanding practice also taking place. Pupils make good progress. The provision for pupils' spiritual, moral, social and cultural development is good. The

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[1] www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162
[2] www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8
[3] Schools which provide childcare for children from birth until the term in which they reach their third birthday must register this provision separately with Ofsted.
[4] www.opsi.gov.uk/ACTS/acts2006/ukpga_20060021_en_4#pt3-ch2-pb4-l1g49

school projects a strong sense of community and has made good progress since its last inspection.

Quality of education

The quality of education is good. Through the recent introduction of the IB, the school provides a good curriculum which is broad and balanced, making effective provision for pupils' academic, physical and personal development.

The Early Years Foundation Stage provides activities to develop children's physical, mobility and self-help skills and there is also a strong emphasis on the development of communication skills. Whilst the main medium of instruction is English, Arabic is also accorded importance across all age ranges. The curriculum for children under five years takes account of the nationally recommended guidance for this age group. The curriculum in the nursery is well planned.

The curriculum for the lower and upper schools includes English, mathematics, science, humanities, religious education, Arabic, French, performing arts and information and communication technology. These subjects are also offered at International GCSE level, along with business studies. The curriculum is well planned and the school is considering a formalised approach to linking work across the subject areas.

Personal, social and health education is very effective and reflects the school's ethos well. It is successfully integrated into the curriculum through lessons, tutorials, assemblies and dedicated events.

The school makes appropriate arrangements for pupils with special educational needs and for pupils who have English as a second language. Sometimes this involves one-to-one teaching with specialist support staff. The school would like to do more and is conscious that there is still scope for improvements in meeting these pupils' individual needs in everyday classroom activities. There is a good range of extra-curricular activities. School trips and outings help to enrich the curriculum. Pupils are encouraged to consider their future through an active careers guidance programme.

The quality of teaching is good overall, with some examples of outstanding practice. The quality of teaching in the Early Years Foundation Stage is satisfactory. In the best lessons for all age groups, pupils understand the purpose of the lesson because teachers explain clearly and share the learning objectives with the pupils along with the relevant key vocabulary. A strong feature of the teaching is the good use of questioning to encourage active participation and probe pupils' understanding. Teaching is lively and direct, and pupils respond very well. Teachers demonstrate good subject knowledge and impart it with confidence. Pupils learn effectively from the wide range of activities provided. Teachers make very good use of resources, including information and communication technology, to challenge and extend pupils'

learning. In the very few less successful lessons seen, teachers did not cater for the needs of all pupils in the class and the work set offered too much or too little challenge.

Very good relationships exist between the staff and pupils and between the pupils themselves. Pupils feel very safe and comfortable because staff and pupils all know each other well. The teachers' enthusiastic yet gentle and encouraging manner engenders a purposeful and respectful atmosphere.

Pupils make good progress overall. Pupils progress particularly well in Arabic. Progress in the Early Years Foundation Stage is satisfactory.

The school assesses and records pupils' progress efficiently throughout the school and is in the process of using the data more effectively to influence teaching. Teachers set regular tests and keep detailed records and are soon to introduce tests which will standardise performance against national norms.

Spiritual, moral, social and cultural development of the pupils

The school makes good provision for the spiritual, moral, social and cultural development of the pupils. The promotion of their spiritual development is based upon the Islamic tradition. Pupils pray during lunchtimes, and on Fridays the pupils congregate to listen to their peers selected to deliver the weekly sermon.

Students can distinguish clearly between right and wrong and have respect for the law. Behaviour is good and is encouraged from the Nursery through to the sixth form. Moral issues such as animal testing, population control, the position of women, wealth and poverty and environmental issues form part of the religious education curriculum through which pupils are also taught about other faiths. For example, in a Year 11 religious education lesson, pupils explored how Muslims and Christians share similar moral attitudes to the treatment of animals. Topics have included consideration of cultural stereotypes, for example in relation to Islamic, Jewish and Christian cultures.

The ethos of the school promotes respect and harmony between different cultures and beliefs. The school community is comprised of pupils from a wide variety of national, ethnic and cultural backgrounds. All share a common set of values and respect, value each other and are taught to respect those of other faiths. This is strengthened through the many representatives of different faiths amongst staff.

From an early age, pupils acquire a very good understanding of environmental issues and how to stay fit and healthy. Healthy eating habits are introduced in the Nursery. The pupils become familiar with public institutions and services and show initiative through involvement with local, national and international fundraising initiatives. For example, considerable sums of money have been raised by the pupils for breast cancer research and victims of landmines. Pupils improve their knowledge of public

institutions through a range of activities such as visits from the emergency services and a trip to the Houses of Parliament.

Welfare, health and safety of the pupils

The overall quality of the provision for the welfare, health and safety of the pupils in the main school and in the Early Years Foundation Stage is satisfactory rather than good because there is a lack of clarity in the written guidance in the child protection policy document. However, in practice, procedures followed in the event of a pupil being at risk are well known to staff and are effective.

The behaviour management policy is understood by staff and pupils and it works well. There is a suitable anti-bullying policy. Pupils commented that they felt safe in school. Pupils are happy and know that teachers care about them. First aid and supervision policies are all in place and are followed consistently. Checks on the condition of portable electrical equipment are up to date, and all fire safety checks and evacuation drills are carried out and recorded. Registers of attendance and the admissions register are maintained properly. The school now meets the requirements of the Disability Discrimination Act 1995.

Suitability of the proprietor and staff

All the required checks have been carried out to ensure the suitability of staff.

School's premises and accommodation

The school benefits from good accommodation, occupying a large former comprehensive school. A mosque is also part of the complex. The building ensures the safety of the pupils. There are good facilities for indoor and outdoor recreation. Nursery pupils enjoy spacious facilities with a play area which supports learning. The school has recently introduced a number of computer suites. Work has begun on an extensive refurbishment plan which is expected to bring the entire site up to very high standards.

Provision of information for parents, carers and others

A wide range of information is available to parents, carers and others through the website, prospectus and newsletters. These sources of information fulfil all the requirements. Parents receive regular reports on their children's progress. Most parents who responded to the pre-inspection questionnaire were very satisfied with the school. However, a small number stated that they did not feel comfortable about approaching the school with questions, suggestions, or problems. The school is aware of this issue and is addressing it appropriately.

Procedures for handling complaints

While the school has received few complaints, analysis of the parent questionnaires showed that a small proportion of parents expressed a lack of knowledge about the school's complaints procedures. The recently revised policy and procedure has addressed this problem and now meets the regulations.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage, its overall quality of provision and the quality of its leadership and management are satisfactory. The outcomes for children are satisfactory.

The friendly and welcoming ethos in the school and the respectful relationships between home and school help children to settle quickly and develop positive attitudes towards learning. Those who attend the crèche are well cared. They benefit from the strong support they receive, fostering good personal, social and emotional development. Many children enter the Nursery with skills below those expected for their age, particularly in the areas of language and social development. By the end of the Foundation Stage, their progress is satisfactory and improving in all areas of learning. Their best achievement is in their personal, social and emotional development.

Children are happy and willingly take part in activities. Their behaviour is good. They play on their own, and those from different cultures mix well together. They have access to water, milk, fruit and snacks, supporting their healthy eating habits. Children are encouraged to wash hands before eating or participating in cooking activities and this reduces the risks of infections. The outdoor play area provides valued opportunities to help children develop their gross motor skills and promotes their physical health.

Staff work well with each other. They plan activities to engage and interest the children in all the required areas of learning. Staff have attended the child protection training and know what to do should a concern arise. The leader is new to her role and has put strategies and procedures in place to improve the quality of teaching and learning. Assessment procedures are developing but staff have yet to analyse the assessment information to track progress in detail from children's starting points. The school works well with parents and keeps them well informed. Staff have developed close links with agencies, ensuring the appropriate support for the children.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ('the Regulations').

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- continue to improve the use of assessment data to inform teaching and learning in all year groups, including the Early Years Foundation Stage
- ensure that in all lessons, the needs of the whole range of pupils are addressed
- ensure that all parents feel able and comfortable to discuss issues with staff
- improve the clarity of the child protection policy document.

Inspection judgement recording form

	outstanding	good	satisfactory	inadequate
The quality of education				
Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		
Pupils' spiritual, moral, social and cultural development				
Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		
Welfare, health and safety of pupils				
The overall welfare, health and safety of pupils			✓	
The quality of the Early Years Foundation Stage provision				
How good are the outcomes for children in the EYFS?			✓	
What is the quality of provision in the EYFS?			✓	
How effectively is the EYFS led and managed?			✓	
Overall effectiveness: how well does the school meet the needs of children in the EYFS?			✓	

School details

Name of school	King Fahad Academy		
DCSF number	3076068		
Unique reference number (URN)	101957		
EY URN	EY363336		
Type of school	International all-age school		
Status	Independent		
Date school opened	01/09/1985		
Age range of pupils	0–18 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 207	Girls: 253	Total: 460
Number on roll (part-time pupils)	Boys: 0	Girls: 0	Total: 0
Number of pupils aged 0–3 in registered childcare provision	Boys: 1	Girls: 4	Total: 5
Number of pupils with a statement of special educational need	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£3,000		
Annual fees (childcare)	£5,400		
Address of school	Bromyard Avenue East Acton London W3 7HD		
Telephone number	0208 743 0131		
Fax number	0208 749 7085		
Email address	academy@thekfa.org.uk		
Headteacher	Dr Sumaya Alyusuf		
Proprietor	Royal Embassy of Saudi Arabia		
Reporting inspector	Israr Khan		
Dates of inspection	3–4 February 2010		