

The Wisdom Academy

Sycamore Road, Aston, Birmingham, West Midlands B6 5UH

Unique reference number (URN): 135882

Progress monitoring inspection report:

25 March 2026

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection.

At its most recent inspection, the school was judged to not meet all of the independent school standards and associated requirements.

The purpose of this inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.

Part 8. Quality of leadership in and management of schools

When we carry out progress monitoring inspections of independent schools, we report on the school's likely compliance with part 8 of the independent school standards first. Under part 8, the proprietor is required to ensure that the school meets all of the independent school standards consistently. The standard in part 8 is intended to ensure that the quality of leadership and management at the school is sufficient for that purpose.

At the full inspection in September 2025, the school did not meet the leadership and management standards. Leaders had not ensured that the curriculum, teaching expectations or monitoring systems were applied consistently across the school. Because of this, the Department for Education asked the school to produce an action plan. Ofsted reviewed the plan in December 2025 and found it unacceptable because the actions were unclear or insufficiently measurable.

However, since the previous inspection, leaders have taken purposeful steps to improve key areas of the school's work. They have redesigned the curriculum, set clearer expectations for teaching, strengthened safeguarding arrangements and introduced a more rigorous programme for checking the quality of education. Leaders now gather regular evidence from lesson visits, learning walks, book reviews and structured discussions with staff, and they act more quickly when concerns arise. The proprietor

receives clearer information from leaders, plays a more active role in overseeing the school and has a better understanding of the requirements of the independent school standards.

These actions have already made a noticeable difference. Staff describe a more open and supportive working culture, and training now links more closely to the school's priorities. Leaders have a more accurate understanding of how well the school is performing and have addressed many of the weaknesses identified at the last inspection. However, the leadership standard requires leaders to show that the independent school standards are met consistently over time. Although the improvements seen during this visit are promising, they have not been in place long enough to demonstrate that leaders can sustain them or embed them securely across the whole school.

Therefore, the proprietor has not ensured that the leadership and management standard in paragraph 34(1) is met.

Part 1. Quality of education provided

Curriculum

At the last full inspection in September 2025, the school's curriculum did not meet expectations. It was not organised well enough, and staff were not always clear about what they should be teaching or when. This meant pupils were not consistently able to build their knowledge step by step as they moved through the school.

Since then, leaders have made significant improvements. They have redesigned the curriculum, so it is now clearly set out and understood by staff. Teachers can explain how learning develops over time in each subject, and the curriculum is now being put into practice much more effectively.

Leaders focused first on English, mathematics and reading. They have introduced new materials, clearer progression and well-established routines that help pupils build and secure important knowledge. Curriculum plans now set out exactly what pupils need to learn, including key vocabulary and ideas. These plans also take into account the needs of pupils who are still developing their English. When teachers spot gaps in pupils' understanding, they adapt lessons to help pupils catch up. For example, when pupils struggled with vocabulary during guided reading, staff taught extra lessons to strengthen this before moving on.

Other subjects, such as history, geography, science, art and PSHE, are also improving. Leaders have introduced new planning for these areas, and this is now being used more consistently across the school. Pupils' work shows that they are remembering more and deepening their understanding. Leaders know there is still work to do to ensure all subjects are as strong as the core areas, and they already have plans in place to continue this improvement.

The proprietor has ensured that these requirements are now met.

Teaching

At the previous inspection, teaching across the school was not good enough. It varied too much from class to class, and many teachers were new and had not received the training they needed. Lessons were not always planned well, and teaching did not take enough account of what pupils already knew or where they needed more support.

Teaching is now much more consistent and purposeful. During this inspection, classrooms were calm and routines were well established. Lessons followed clear steps that helped pupils understand new ideas securely. Teachers explained learning clearly and checked pupils' understanding before moving on. They regularly revisited important vocabulary so that pupils could use it confidently in their speaking and writing.

Teachers use questioning effectively to check what pupils know, challenge their thinking, and spot any misunderstandings. When needed, teachers adjust tasks or explanations straight away, and pupils are given opportunities to correct or improve their work.

Pupils who need extra help receive well-planned support that does not lower expectations for what they can achieve. For example, one-to-one support in reading and English is carefully targeted and reviewed to ensure it is making a difference. Staff use helpful tools, such as vocabulary prompts or sentence starters, to support pupils while still ensuring they learn the same important content as their peers.

The proprietor has ensured that these requirements are now met.

Assessment

At the previous inspection, the school's approach to assessment was not effective. Teachers did not always check what pupils already knew, so important gaps in understanding were missed. This meant some pupils were moved on before they were ready, and teaching was not adapted well enough to help them secure new learning.

Assessment is now used much more consistently to support pupils' progress. Teachers conduct regular checks, both during lessons and through planned assessments, to identify any knowledge gaps. They use this information to adapt upcoming lessons and revisit earlier content when pupils need more practice. Pupils' books show that they are building their learning over time, especially in English and mathematics. Feedback from teachers helps pupils improve their work, particularly in younger year groups, where pupils often act on next steps and edit their work with growing independence.

Leaders' monitoring shows that most pupils are now learning the knowledge expected in each subject. Where leaders identify variation, such as the level of challenge in some foundation subjects; they address this through staff training and ongoing checks on the quality of teaching.

The proprietor has ensured that these requirements are now met.

Part 3. Welfare, health and safety of pupils

Safeguarding

Safeguarding at the school remains effective. The school has an up-to-date safeguarding policy and follows national guidance. Staff know how to report concerns and receive regular training. Leaders take their safeguarding responsibilities seriously and create a culture where pupils' safety is always a priority. Pupils told inspectors that they feel safe in school, that adults listen to them and that they know who to go to if they need help.

All staff understand their responsibilities, know how to spot concerns, and are confident in reporting them. The school has strong systems for checking visitors, supervising pupils and keeping safeguarding records. Pupils said that staff respond when they raise worries, which helps them feel supported.

The proprietor has ensured that the school continues to meet these standards.

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

The recruitment checks made on staff, supply staff and the proprietor

Since the last inspection, there have been staff appointments at the school. Leaders continue to carry out thorough pre-employment checks, including enhanced DBS checks, identity verification, right-to-work and qualification checks. Leaders carry out all required checks before adults begin work and verify the authenticity of references. The sampled recruitment files contained complete information, including DBS, identity, qualifications, prohibition, and Section 128 checks.

The proprietor has ensured that these requirements continue to be met.

The single central record of these recruitment checks

Since the last inspection, there have been staff appointments at the school. Leaders continue to carry out thorough pre-employment checks, including enhanced DBS checks, identity verification, right-to-work and qualification checks. There is clear evidence of safer recruitment practice at each stage, including consistent application forms and structured interviews. Records are updated without delay and subject to internal quality assurance. Induction procedures ensure new staff understand safeguarding responsibilities from the outset. This includes policy training and guidance on reporting concerns.

The proprietor has ensured that the school continues to meet these standards.

Part 6. Provision of information

Leaders ensure that all required information is available to parents, including the safeguarding policy, which is published and matches the version reviewed on site. The information provided during the inspection met the standards.

The proprietor has ensured that the school continues to meet these standards.

About this inspection

Inspectors carried out this inspection under sections 109(1) and (2) of the Education and Skills Act 2008, at the request of the registration authority for independent schools.

The inspection evaluated whether the school now meets the independent school standards that were previously unmet, as set out in the DfE's commissioning information. Inspectors also checked the mandatory safeguarding requirements and the provision of information standards.

Inspectors checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

This inspection was conducted without notice. This was the school's first progress monitoring inspection.

The DfE required the school to produce an action plan following the standard inspection in September 2025. Ofsted evaluated the school's action plan on 24 December 2025 and found it unacceptable.

The school's last standard inspection took place in September 2025, during which it was judged to require improvement.

The inspector spoke with the headteacher, deputy headteacher, DSLs, teachers, pupils and the proprietor. The inspector scrutinised the curriculum, visited lessons, reviewed pupils' work, scrutinised the single central record, examined safeguarding records and reviewed policies.

The inspectors confirmed the following information about the school:

There have been 2 changes to the teaching staff group since the last inspection.

The school currently does not use any form of registered or unregistered alternative provision.

Lead inspector

Chris Pollitt

His Majesty's Inspector

About this school

Proprietor	Saeed Al-Ghadie
Headteacher	Mr Naseem Khan
Type of school	Other Independent School
Capacity	180
Number of full-time pupils of compulsory school age on roll	87
Age range of pupils	4 to 11
Gender of pupils	Mixed
Annual fees for day pupils	£3,400
Email address	admin@thewisdomacademy.co.uk

Annex. Independent school standards and national minimum standards

Independent school standards that the school does not meet

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

Independent school standards requirements that the school now meets

PART 1: Quality of education provided

- 1. The standards about the quality of education provided at the school are those contained in this Part.
- 2. (1) The standard in this paragraph is met if—
 - (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
- 3. The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
 - (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;
 - (c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - (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;
 - (f) utilises effectively classroom resources of a good quality, quantity and range;
 - (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.

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