

Iqra High School

319 Waterloo Street, Glodwick, Oldham, Lancashire OL4 1ER

Inspection dates

23 May 2018

Overall outcome

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

Main inspection findings

Part 1. Quality of education provided

Paragraph 3, 3(a), 3(c), 3(d), 3(g)

- The inspection in June 2017 identified that teachers' expectations of what pupils were capable of achieving were too low. Teachers did not make effective use of assessment to inform their planning. As a result, pupils received insufficient opportunity, challenge and support to ensure that they made effective progress. Leaders were insufficiently aware of the catalogue of concerns relating to the quality of teaching and learning and the resulting low outcomes for pupils. This is because leaders' monitoring and evaluation systems were weak and did not hold teachers sufficiently to account. The inspection highlighted that no one in the senior leadership team had the expertise required to lead the curriculum, teaching, learning and assessment in the school.
- In its action plan that was evaluated in January 2018, the school indicated that it would:
 - implement baseline assessments to establish pupils' attainment on entry into the school
 - provide additional training for teachers and staff to raise their expectations of what pupils can achieve and improve their use of assessment to inform the planning of lessons
 - review the school's policies and procedures to ensure that pupils receive better feedback and are clearly informed about how they can improve their knowledge and understanding.
- It was noted in the evaluation of the action plan that the school's actions did not have measurable expectations by which leaders could evaluate their success. It was also noted that the timescales for the completion of actions were not sufficiently precise.
- In implementing the school's action plan, leaders have provided teachers with additional training in how to plan and deliver effective teaching sessions. In addition, leaders have provided teachers with opportunities to visit other schools to learn from good practice. Leaders have also appointed new teachers, including a senior leader who has responsibility for developing the quality of teaching and learning. These actions, coupled with more frequent and precise monitoring to check that teachers are consistently implementing school policies, have ensured that the quality of teaching and learning has

improved.

- Teachers have raised their expectations of what pupils can achieve. They now plan and deliver sequences of lessons that take account of pupils' prior attainment. Consequently, they promote learning effectively. Opportunities for pupils to apply their skills to solve problems have been greatly increased. For example, in mathematics pupils applied their understanding of mathematical plans and different elevation viewpoints to solve complex questions about three-dimensional constructions.
- Teachers use their questions well to challenge pupils further in their learning and to assess pupils' knowledge and understanding. They routinely ask pupils to explain the reasons for their answers in order to develop and consolidate pupils' understanding. Teachers manage class time well and make effective use of technology to make learning activities interesting. As a result, pupils are better engaged in activities and they demonstrate positive attitudes to learning.
- Leaders' careful monitoring of teaching, and the consistent implementation of a clear framework of assessment, allows them to hold teachers to account for the impact of their work on pupils' progress and attainment. Leaders now request previous key stage attainment information from predecessor schools when pupils are admitted. Additionally, initial attainment assessments ensure that all pupils, including those with no previous attainment data, have a baseline from which progress can be measured. Pupils' attainment is regularly assessed in each subject and this information is used effectively to set achievement targets that are reviewed termly. As a result, pupils are clear about what they need to do to improve their attainment further, particularly in English.
- Consequently, these standards are now met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The inspection in June 2017 found that school leaders were too lax in their approach to keeping pupils safe. Leaders did not carry out thorough checks on staff to make sure that they were suitable to work with pupils. Leaders had not ensured that the school's safeguarding policy and practice were up to date and that they complied with statutory requirements. This included not ensuring that the school's designated safeguarding lead had completed mandatory training within the required timescales and not ensuring that an effective system was in place to allow the reporting and analysis of safeguarding concerns.
- In its action plan that was evaluated in January 2018, leaders proposed a review of the school's safeguarding policies and procedures to ensure that they met requirements. Leaders planned to ensure that those members of staff with safeguarding responsibilities understood what was expected of them. Planned actions also included the urgent completion of suitable safeguarding training for the designated safeguarding lead and other leaders in school. Plans also included the development of a 'robust' monitoring and reporting system for safeguarding concerns. Added to this, the plan included an assertion that leaders would update the school's recruitment policy and induction processes.
- The evaluation of the school's action plan noted that it did not include sufficient detail

about the actions leaders intended to take to realise their assertions to meet the standard.

- The school's safeguarding policy is out of date and does not have regard of the current guidance from the Secretary of State. The policy is available on the school's website.
- The school's policy does not reflect the considerable improvements in safeguarding procedures that have been brought about by the actions of the acting headteacher and designated safeguarding leader. For example, the newly appointed designated safeguarding leader is knowledgeable, organised and up to date with appropriate safeguarding training. The school's single central record of the checks carried out on the suitability of staff, volunteers, governors and trustees is up to date and meets requirements. Staff are knowledgeable and vigilant because of the training that they have received. As a result, procedures to report and record any concerns are well established and consistently implemented. The school shares information to keep pupils safe with appropriate authorities. New staff receive appropriate induction to ensure that they are aware of school procedures. However, the school's new policy that reflects the much improved and effective procedures in school, although under development is not yet complete and has not been shared with staff or adopted by governors.
- Consequently, the standard is not met.

Paragraph 15

- The inspection in June 2017 found that leaders had not ensured the appropriate recording and sharing of information on the school's admissions register relating to the registration of pupils, particularly their destinations when they leave the school.
- The school's action plan that was evaluated in January 2018 contained clear assertions about the intention of leaders to correct how attendance registers were completed. However, it lacked information about how this was to be done to ensure compliance with the standard.
- Leaders have taken appropriate action to address the unmet standard, including the provision of training for staff on how to complete registers and the implementation of consistent procedure to do so. As a result, pupils' attendance is now recorded in appropriate registration documents that meet requirements. Attendance is recorded using the correct codes. Leaders ensure that the school's admissions register is kept in accordance with the Education (Pupil Registration) (England) Regulations 2006. Pupils' destinations are clearly identified in the document. Additionally, when such information about destinations has not been provided, the school follows suitable procedures to notify appropriate authorities about pupils who may be missing from education.
- Consequently, this standard is met.

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

- The inspection in June 2017 found that leaders had not ensured that an appropriate risk assessment policy, associated risk assessments and control measures were in place to make certain that pupils are kept safe.
- The school's action plan proposed that leaders would create a risk assessment policy

which ensures that risks are routinely identified and that control measures are put in place. It did not explain how this policy was to be implemented or how the effectiveness of risk assessments would be monitored.

- Leaders have ensured that the school now has a detailed risk assessment policy that is effectively implemented. Risk assessments are in place for on-site and off-site activities. These risk assessments clearly identify the possible risks from specific activities and the control measures put in place to mitigate them. Additionally, improvements to the premises related to pupil safety and well-being, such as the installation of a carbon monoxide detector in the science laboratory, have been carried out due to effective risk assessment procedures. Leaders now frequently undertake site risk evaluations using checklists from appropriate authorities such as the Health and Safety Executive to ensure pupils' safety.
- Consequently, this standard is met.

Part 8. Quality of leadership in and management of schools

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

- The inspection in June 2017 found that leaders had not ensured that all of the independent school standards were met. The inspection highlighted that leaders had gaps in their knowledge and a lack of expertise of curriculum, teaching and learning and assessment that prevented them from effectively leading these areas in school. Leaders' understanding of the quality of teaching and learning was weak. Their monitoring was cursory and had no impact on improving teaching and learning. The inspection also highlighted that leaders had not ensured that the school had effective safeguarding procedures. Additionally, the inspection found that governors paid insufficient attention to the pupils' academic outcomes and did not effectively hold leaders to account for their actions.
- The school's action plan, evaluated in January 2018, contained several assertions relating to how leaders intended to meet the standard. These included the appointment of an additional and suitably experienced senior leader to develop the quality of teaching, learning and assessment. It also proposed greater involvement of governors in checking and monitoring pupils' outcomes. However, the plan did not contain details of the actions that leaders intended to take to realise these ambitions.
- The appointment of the new deputy headteacher, who is currently the acting headteacher, considerably strengthens the leadership and management of the school. The acting headteacher holds qualified teacher status and has experience of aspects of school leadership from roles in two predecessor schools. Her determination and ambition have brought about much improvement and have ensured that the school meets nearly all the standards.
- The acting headteacher has high expectations and has shared them with staff and governors. As a result, teachers say that they know what is expected of them and that expectations of what pupils can achieve have risen. School policies are more consistently implemented because senior leaders have implemented systematic monitoring to check that this is happening. This includes the frequent monitoring of the quality of teaching. Here, leaders carefully focus on the impact that teaching has on pupils' learning. The acting headteacher has a detailed understanding of the strengths of the school and

where further work is required because of her well-considered evaluation of monitoring information. This evaluation is routinely shared with governors and the proprietor.

- One standard relating to safeguarding remains unmet due to the school's policy not being up to date and it not having regard to the guidance issued by the Secretary of State for Education.
- Consequently, this standard remains unmet.

Compliance with regulatory requirements

The school does not meet 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, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards

■ paragraph 3, 3(a), 3(c), 3(d), 3(g)

The standard in this paragraph is met if the proprietor ensures that the teaching at the school:

- 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;
- involves well-planned lessons and effective teaching methods, activities and management of class time;
- 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;
- 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.

■ paragraph 15

The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.

■ paragraph 16, 16(a), 16(b)

The standard in this paragraph is met if the proprietor ensures that–

- 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
- appropriate action is taken to reduce risks that are identified.

School details

Unique reference number	141087
DfE registration number	353/6002
Inspection number	10051942

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	Other independent school
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	47
Number of part-time pupils	1
Proprietor	Iqra Educational and Welfare Trust
Chair	Manzoor Ahmed Shakir
Acting Headteacher	Tahira Pareen
Annual fees (day pupils)	£2,100
Telephone number	0161 6528563
Website	www.iqrahs.org.uk
Email address	headteacher@iqrahs.org.uk
Date of previous standard inspection	6–8 June 2017

Information about this school

- Iqra High School is an independent Muslim day school for pupils between 11 and 16 years. The school is owned by the Iqra Educational and Welfare Trust, which is a charity. The school is non-selective. It is located in the Glodwick area of Oldham on the same site as a madrassah which is managed by the Khadija Education and Youth Centre and attended by both boys and girls. A good proportion of girls who attend the school also attend the madrassah in the evening to undertake Koranic and Islamic studies.
- The school was opened in September 2014. It is registered for 100 pupils. There are 52 girls on roll. Although the school is registered for girls and boys, no boys have attended the school yet. No pupil has an education, health and care plan or a statement of special

educational needs.

- The school uses no alternative provision.
- All pupils are British and of Asian heritage.
- There are no pupils identified as being disadvantaged.
- The school offers secular and Islamic education.
- The school's vision, values and aims include: 'Iqra High School will become a centre of achievement for all pupils irrespective of their background and ethnicity. We sincerely intend to produce learners whom are confident individuals, responsible citizens and positive contributors to our own community and society at large. We will become a beacon of high quality in lifelong learning at all levels. All of our pupils will develop better understanding of Islamic faith, positive self-esteem, confidence, high aspirations and ambition to achieve their full potential.'

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the 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.
- The school submitted an action plan to show how it would remedy these issues. The plan was evaluated on 19 January 2018 and judged not to be acceptable.
- This is the school's first monitoring inspection since the full inspection in June 2017. The inspection was unannounced.
- During the inspection, the inspector observed some parts of lessons and looked at pupils' work. He talked with pupils about their lessons and school life. The inspector met with the acting headteacher, the proprietor, a governor and a group of teachers. The inspector toured the school site and scrutinised documentation relating to school management, including the arrangements to ensure that pupils are kept safe, the school's curriculum, admissions and pupils' attendance.

Inspection team

John Nixon, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met at this inspection

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.

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.

The school now meets the following independent school standards

- Paragraph 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(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(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.

■ Paragraph 15

The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.

■ Paragraph 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.

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