

Hazrat Khadijatul Kubra Girls' School

Independent school standard inspection report

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Reporting inspector	Marian Harker HMI

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, 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.^{1, 2}

Information about the school

Hazrat Khadijatul Kubra is a Muslim secondary day school in Small Heath, near to Birmingham city centre. It admits girls from 11 to 14 years of age. There are currently nine students on roll in Years 7 and 8. Most students are from Pakistani families. No students currently have a statement of special educational needs or are at the early stages of speaking English as an additional language. The school opened in September 2010 and is located on the ground floor of a refurbished Victorian primary school. The school has a board of trustees and provides a mix of Islamic and secular teaching. It aims to 'provide a high quality centre for learning, where pupils can receive a good quality and balanced education within an Islamic environment and become valuable members of our society'. This is the school's first published inspection report.

Evaluation of the school

Hazrat Khadijatul Kubra Girls' School provides a satisfactory quality of education. The curriculum, teaching and assessment are satisfactory and, as a consequence, students' progress in lessons and over time is satisfactory. Students' spiritual, moral, social and cultural development is good, as is their behaviour. The welfare, health and safety of the students are satisfactory and safeguarding requirements are met. All of the requirements for registration are met. All the parents and carers who responded to the questionnaire were happy with their child's experience at the school.

Quality of education

The overall quality of education is satisfactory. The quality of both the secular and Islamic curriculum is satisfactory. The school's curriculum policy sets out clear objectives for learning and is supported by appropriate schemes of work for all subjects. The secular curriculum is broad, balanced, and takes account of National Curriculum expectations. The best curriculum plans are characterised by individual lesson plans, creative and innovative ideas and strong links with real life experiences.

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

This is particularly evident in the English curriculum. As a result, the quality of teaching and progress made by students in English is good. In addition to the secular curriculum, students follow courses in Arabic, Urdu, Tajweed (Islamic recitation), Hifh (reading of the Quranic Suras), Hadeeth (Islamic stories) and Seerah (the life of the Prophet). Daily prayers are an integral part of the curriculum and make a good contribution to students' personal development. Arabic and Urdu are taught as modern foreign languages. These lessons are supported by a small range of textbooks to support students' learning. Personal, social and health education reflects the aims and ethos of the school and is taught through science, Islamic studies and in assemblies. Students report that they particularly enjoy information and communication technology (ICT) and physical education lessons. The ICT curriculum is well resourced with a good number of computers and access to the internet. However, provision for physical education is limited to only one session per week. Students enjoy meeting visitors to the school, but off-site visits to places of interest are at an early stage of development. The school provides informal opportunities for students to participate in extra-curricular activities, such as booster classes.

The quality of teaching and assessment is satisfactory. Most students join the school with knowledge and skills at the expected level for their age. Class sizes are small and teachers know their students very well. Lesson plans are satisfactory with clear intended learning outcomes, shared with the students. Although teachers give individual support during lessons, not all lesson plans take account of different abilities. In too many lessons tasks are the same, limiting the progress of the higher and lower ability students. Work seen in students' books and discussions with them indicate that they are making satisfactory progress. Students make good progress in English. For example, in one lesson observed, the teacher fully engaged the students in learning the difference between standard and non-standard English. The teacher chose an interesting text and effectively modelled what was expected. On occasion, there is too much direct teaching which limits opportunities for students to contribute to the lesson and apply their knowledge and understanding. Opportunities are also sometimes missed in Quranic memorisation lessons to explore the meaning of the Suras. Relationships are good and students enjoy their lessons, demonstrating a positive attitude to learning. The school has a suitable assessment for learning policy that is satisfactorily implemented. Assessments include regular tests and teacher assessments. Students' progress is carefully tracked in English, mathematics and science against National Curriculum expectations. Examination results in Arabic and Urdu indicate satisfactory progress but the school has not collated information about the students' starting points. Students' books are generally marked on a regular basis with positive comments which build their self-esteem. In the best examples of marking, students are provided with information to help them improve their work, but this is at an early stage of development.

Spiritual, moral, social and cultural development of pupils

Students' spiritual, moral, social and cultural development is good. Students enjoy coming to school and this is reflected in their good rates of attendance. Behaviour in

lessons and around the school is good. In lessons, students settle quickly to their work and apply themselves well. Students report that they get on really well with their teachers and each other. In particular, students appreciate that their teachers provide a positive role model for Islamic life. These strong relationships have a positive impact on students' moral, social and spiritual development. Through the Islamic curriculum students develop a good understanding of what is right and wrong and learn about equality. Students have opportunities to develop a sense of responsibility as they undertake jobs such as monitors, although they would appreciate more opportunities to contribute to the life of the school. Students report that they enjoy leading assemblies and exploring themes such as motherhood. The citizenship programme provides regular opportunities for students to learn about different faiths and cultures, as well as democracy and public services and institutions in England. Students' cultural development is enhanced through the programmes of study for history and art. For example, students were particularly proud of their recent work on Aboriginal art. Students' participation in daily prayers contributes strongly to their spiritual development. Steady progress in students' learning contributes satisfactorily to their future economic well-being.

Welfare, health and safety of pupils

Provision for students' welfare, health and safety is satisfactory. The school provides a calm and nurturing environment. Small class sizes and good staffing levels mean that students are well supervised at all times. The school is inclusive and complies with the requirements of the Disability Discrimination Act 1995 as amended. Staff recruitment procedures follow guidelines and all staff and trustees have undergone enhanced checks with the Criminal Records Bureau to confirm their suitability to work with children and young people. Appropriate attention is given to health and safety through routine fire evacuations, checks on equipment and first aid procedures. All staff and trustees have received appropriate training in safeguarding. The designated person for child protection has a secure understanding of his role and responsibilities, but has not yet received training at the higher level. However, the school has secured a place on an appropriate training course for June 2011. Students report that they feel safe in school, are treated with respect, bullying is very rare and any concerns are quickly sorted out by staff. Parents and carers also report that they appreciate the safe, caring environment provided by the school. Students are knowledgeable about how to keep themselves safe when using the internet. Students are encouraged to keep themselves healthy: they learn about solvents, tobacco, alcohol and other drugs which affect health. However, opportunities to take regular exercise through the physical education curriculum are limited and too many students were observed eating unhealthily during the inspection.

Suitability of staff, supply staff and proprietors

The school complies fully with the regulations in respect of the checks made on prospective employees and others with regard to their identity and suitability to work with children and young people.

Premises and accommodation at the school

The school is located on the ground floor of a large converted Victorian primary school in a residential area. The premises have been recently refurbished to provide appropriate internal teaching areas. In addition there is a reasonably-sized hall which is used for prayers, assemblies, a dining area and some physical education lessons. The school has a small ICT suite with access to the internet. The outdoor area is large for the number of students on roll and provides a safe and secure play area. The outdoor play area does not provide any shaded areas or seating.

Provision of information

The school has established good links with parents and carers. They are kept informed about their children's progress through regular reports. As the school only opened in September 2010 parents and carers have not yet received a full end of year report, although the school has a suitable framework in place. The latest report received by parents and carers summarises individual achievement in all aspects of the Islamic curriculum.

Manner in which complaints are to be handled

The school has a fair complaints policy which meets the requirements.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('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.

- Ensure that all teachers use assessment information to plan lessons and provide different tasks for students of different abilities.

- Ensure that marking provides students with information about how to improve their work.

Inspection judgements

outstanding	good	satisfactory	inadequate
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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			✓	
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School details

School status	Independent		
Type of school	Muslim girls' day school		
Date school opened	September 2010		
Age range of pupils	11–14		
Gender of pupils	Girls		
Number on roll (full-time pupils)	Boys: 0	Girls: 9	Total: 9
Number on roll (part-time pupils)	Boys: 0	Girls: 0	Total: 0
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£1,500		
Address of school	18 Dixon Road, Birmingham, B10 0BP		
Telephone number	0121 773 7496		
Email address	info@hkkschool.com		
Headteacher	Muhammad Abdur Rob		
Proprietor	Muhammad Abdur Rob		