

# Woodstock Girls School

Independent school standard inspection report

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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.<sup>1, 2</sup>

## **Information about the school**

Woodstock Girls School is a Muslim secondary day school in Moseley, near to Birmingham city centre. It admits girls from 11 to 16 years of age and there are currently 95 students on roll. The vast majority of students are from Pakistani families and were born in the United Kingdom. No students currently have a statement of special educational needs or are at the early stages of acquiring English. The school opened in 1996 and is located in two refurbished adjoining semi-detached houses. The school is owned by the Hamza Mosque and provides a mix of Islamic and secular teaching. It aims to 'provide an education for Muslim girls, which will enable them to achieve their goals and at the same time to practise their religion and beliefs without interfering with the everyday school routine'. The school was last inspected in February 2008.

## **Evaluation of the school**

Woodstock Girls School provides a satisfactory quality of education. It is successful in meeting its stated aims due to the commitment of the headteacher, school manager and staff. The curriculum, quality of teaching and assessment are satisfactory, and as a result, students make satisfactory progress. Students' spiritual, moral, social and cultural development is satisfactory, as is their behaviour. The welfare, health and safety of the students are satisfactory and safeguarding requirements are met. The school has acted well on the recommendations of the last report and meets the majority of requirements for registration.

## **Quality of education**

The overall quality of education is satisfactory. The satisfactory curriculum is broad and balanced, and takes account of National Curriculum expectations. In addition students follow courses in Islamic Studies, Quran, Arabic, Urdu and Tajweed. There is a curriculum policy, which sets out clear objectives for learning. However, the policy is not fully supported by appropriate schemes of work for personal, social and health education (PSHE), art and physical education (PE). Although elements of PSHE are covered through science and Islamic studies, the school does not have a

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<sup>1</sup> [www.opsi.gov.uk/acts/acts2002/ukpga\\_20020032\\_en\\_14#pt10-ch1-pb4-l1g162](http://www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162)

<sup>2</sup> [www.opsi.gov.uk/ACTS/acts2005/ukpga\\_20050018\\_en\\_15#sch8](http://www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8)

coherent plan in place for PSHE that fully reflects its aims and ethos. Schemes of work at Key Stage 3 are satisfactory. However, schemes of work at Key Stage 4 for Urdu, English, mathematics and science are well planned. There is an appropriate balance between the secular subjects and Islamic curriculum. The Islamic curriculum gives students the opportunity to deepen their knowledge and understanding of the Quran, and students in Key Stage 3 receive regular Arabic lessons. The daily lunchtime prayer enables students to practise their faith and develop a sense of community. All students in Key Stage 4 study English language, English literature, mathematics, science, additional science, information and communication technology (ICT) and geography to GCSE level. Students also have the option to take GCSEs in Urdu and Arabic. Students in Key Stage 4 receive careers guidance from Connexions and most undertake work experience placements during Year 10. Students report that they are given appropriate information about the next steps in their education. The proportion of students gaining places at local colleges of further education has significantly increased since the school was last inspected. Students enjoy visits to places of interest such as Cadbury World and Leicester Space Centre which are organised by the school council. The school provides a satisfactory range of extra curricular opportunities, such as sewing, mehndi, football and booster classes. Students report that they would like more PE lessons and the school has plans in place to increase the proportion of time currently allocated to PE.

The quality of teaching and assessment is satisfactory. Most students join the school with knowledge and skills at the expected level for their age. Work seen in students' books and discussions with them indicate that they are making satisfactory progress. Some students are making good progress. For example, 80% of students achieved A\* to C grades at GCSE in additional science, English language, English literature and ICT in 2010. However, results for geography and science were lower than national averages. Lesson planning generally follows a common format and intended learning objectives are routinely shared with students. Teachers have secure subject knowledge. For example, students in Year 9 were effectively learning how to pronounce letters in Arabic for Quranic recitation. Class sizes are generally quite small. Teachers know their students well and relationships are friendly. As a result, students enjoy their lessons. The school is aware that there is sometimes an over-reliance on textbooks and this limits opportunities for students to develop as independent learners. As a result, opportunities are sometimes missed to provide appropriately challenging work. In the best lessons observed, teachers used assessment information to plan different tasks for a range of abilities. However, this practice is not yet consistent across the school. The school has developed a suitable assessment framework that includes regular tests and provides teachers and students with National Curriculum levels. Students have termly and end-of-year targets which they understand, but they are not always clear about what they need to do to reach the next level. Students' books are generally marked on a regular basis with positive comments which build their confidence and self-esteem. Homework is regularly set to consolidate basic skills and is appreciated by parents.

## **Spiritual, moral, social and cultural development of pupils**

The spiritual, moral, social and cultural development of the students is satisfactory. Teachers provide good role models for Islamic life and this has a positive impact on students' moral and spiritual development. For example, students are taught the correct etiquette for entering and leaving a mosque and how to conduct themselves appropriately. Students have a clear understanding of their Islamic identity and are proud of their faith. The curriculum provides regular opportunities for students to learn about different cultures and faiths. Students report that they enjoy school. Behaviour in lessons is good and attitudes to learning are positive. However, behaviour around the school and in the playground is sometimes high-spirited. Students respond quickly when staff intervene but they are not yet setting consistent standards for themselves. As a result, behaviour overall is satisfactory. Students have opportunities to develop a sense of responsibility as they undertake jobs such as monitors or prefects. The school council members, as well as head girl and deputy head girl, are democratically elected and they take their responsibilities very seriously. The school council plays an active part in school life, organising trips and fundraising events. The school carefully monitors rates of attendance. However, the latest school figures indicate that attendance is well below the national average for secondary schools. In part, this is due to families taking holidays during term time. Although most students achieve at least satisfactorily and many are well-prepared for the next steps in their education, opportunities for some students to secure their future economic well-being are limited due to poor rates of attendance. The school has plans in place to urgently rectify this situation. Students learn about democracy, being a good citizen and the role of public organisations in England through citizenship lessons.

## **Welfare, health and safety of pupils**

Provision for students' welfare, health and safety is satisfactory. The school provides a friendly family environment. Mostly small class sizes and satisfactory staffing levels mean that pupils are supervised appropriately. Staff recruitment procedures follow guidelines and almost all staff and members of the governing body have undergone enhanced checks with the Criminal Records Bureau (CRB) to confirm their suitability to work with children and young people. The school is awaiting CRB clearance for a recently appointed teacher. In the interim, the school has undertaken all the other checks required and ensures that the teacher is appropriately supervised. Appropriate attention is given to health and safety through routine fire evacuations, checks on equipment and first aid procedures. Most staff have received appropriate training in safeguarding and two members of staff have attended higher level training. Newly appointed members of staff are awaiting formal safeguarding training through the Association of Muslim Schools organisation. 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 also report that they appreciate the safe, caring environment provided by the school. The school has a written anti-bullying policy but it does not fully reflect the latest Department for Education guidance. For

example, the definition of bullying is too brief and does not include the full range of different types of bullying. The school premises are kept clean and tidy. No concerns relating to health and safety were identified during the inspection. However, the school was not able to provide evidence that suitable risk assessments covering the premises had been carried out and therefore this regulation is not met. Students are encouraged to keep themselves healthy and sensible advice is provided regarding suitable packed lunches. Although the school provides ramp access to its premises, it does not have a plan showing how it will fulfil its duties under the Disability Discrimination Act 1995, as amended.

### **Suitability of staff, supply staff and proprietors**

The school fully complies 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 in two converted semi-detached houses in a residential area. The premises have been refurbished to provide appropriate internal teaching areas. In addition there is a small science laboratory, library, ICT suite, prayer room and a canteen which is used as a dining area and occasionally for lessons. The outdoor area is reasonably sized for the number of students on roll and provides a safe and secure play area. The playground has recently been improved to provide a shaded seating area and safe floor covering. The arrangements for students who are ill now meet the requirements.

### **Provision of information**

The school has established good links with parents. They are kept informed about their child's progress through regular written reports and meetings with staff. These reports are a helpful summary of progress and attainment in the key areas of learning. The school does not currently have a website and the prospectus does not inform parents that documents relating to the school's admissions policy, curriculum policy, educational visit policy and particulars of educational and welfare provision for pupils with statements of educational needs, are available. In addition, the school has not sent a copy of their safeguarding children policy to parents.

### **Manner in which complaints are to be handled**

The school has a fair complaints policy which meets the requirements. The school reports that no formal complaints were made during the last 12 months.

## Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.<sup>3</sup>

The school does not meet all requirements in respect of the quality of education provided (standards in part 1) and must:

- ensure that there are appropriate plans and schemes of work for PE, PSHE and art that are implemented effectively (paragraph 2(1))
- provide personal, social and health education which reflects the school's aims and ethos (paragraph 2(2)(f)).

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

- prepare and implement effective procedures to prevent bullying which have regard to the DCSF guidance *Safe to learn: embedding anti-bullying work in schools* (DCSF-00656-2007) (paragraph 10)
- have regard to the DfE guidance *Health and safety: responsibilities and powers* (DfES 0803/2001) (paragraph 11).

The school does not meet all requirements in respect of the provision of information (standards in part 6) and must:

- make available particulars of the school's policy on arrangements for admissions, educational and welfare provision for pupils with statements of special educational needs, particulars of the curriculum policy and arrangements for safety on educational visits (paragraph 24(1)(b))
- send to parents of pupils (and of prospective pupils on request) a copy of the school's safeguarding children policy (paragraph 24(1)(c)).

In order to comply with the requirements of the Disability Discrimination Act 1995 as amended by the Special Educational Needs and Disability Act 2001, the school should devise a three-year accessibility plan.<sup>4</sup>

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<sup>3</sup> [www.legislation.gov.uk/uksi/2010/1997/contents/made](http://www.legislation.gov.uk/uksi/2010/1997/contents/made)

<sup>4</sup> [www.opsi.gov.uk/acts/acts1995/ukpga\\_19950050\\_en\\_1](http://www.opsi.gov.uk/acts/acts1995/ukpga_19950050_en_1)

## **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 pupils of different ability
- improve rates of attendance by working with parents to reduce holidays taken in term time.



## 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

<b>School status</b>	Independent		
<b>Type of school</b>	Muslim Girls Day School		
<b>Date school opened</b>	1996		
<b>Age range of pupils</b>	11–16		
<b>Gender of pupils</b>	Girls		
<b>Number on roll (full-time pupils)</b>	Boys: 0	Girls: 95	Total: 95
<b>Number on roll (part-time pupils)</b>	Boys: 0	Girls: 0	Total: 0
<b>Number of pupils with a statement of special educational needs</b>	Boys: 0	Girls: 0	Total: 0
<b>Number of pupils who are looked after</b>	Boys: 0	Girls: 0	Total: 0
<b>Annual fees (day pupils)</b>	£1400		
<b>Address of school</b>	11–15 Woodstock Road, Moseley, Birmingham B13 9BB		
<b>Telephone number</b>	0121 449 6690		
<b>Email address</b>	<a href="mailto:woodstockgirls.school@hotmail.co.uk">woodstockgirls.school@hotmail.co.uk</a>		
<b>Headteacher</b>	Tuarah Mahmood		
<b>Proprietor</b>	Hamza Mosque		