

Zakaria Muslim Girls' High School

111 Warwick Road, Batley, West Yorkshire, WF17 6AJ

Inspection dates	18–20 September 2013	
Overall effectiveness	Adequate	3
Pupils' achievement	Adequate	3
Pupils' behaviour and personal development	Good	2
Quality of teaching	Adequate	3
Quality of curriculum	Adequate	3
Pupils' welfare, health and safety	Adequate	3
Leadership and management	Adequate	3

Summary of key findings

This school is adequate because

- Most students do not always make good progress in English and it is slowing over time.
- Teachers do not always plan the lessons to meet the needs of students with different levels of ability. Although, students' work is marked it is not done consistently and accurately throughout the school.
- The school equips its students with the knowledge of other cultures and religions. However, there are few opportunities to visit other places of cultural interest including places of worship.
- Senior leaders do not always have a fully accurate view of the effectiveness of the school. This has meant that the checks on teaching and students' achievement has not been undertaken with enough rigour.
- The school's self-evaluation does not always evaluate its performance in different areas of the school and priorities for the future improvements are not identified in the school improvement plan.

The school has the following strengths

- Attainment is above average in English and mathematics.
- Students make good progress in mathematics. They also make good progress in religious education due to the thought-provoking teaching in this subject.
- Students' behaviour is good in lessons and around the school and they are courteous and respectful to adults, each other and to visitors.

Compliance with regulatory requirement

The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- This inspection was carried out with one day's notice. The inspector observed 13 part lessons taught by 10 teachers.
- The inspectors looked at students' work and held meetings with the trustees, headteacher, deputy headteacher and subject leaders.
- Inspectors scrutinised a range of the school's documentation including schemes of work, teachers' planning, students' work, policies and procedures, schemes of work and assessment records.
- No parent/carer completed the Ofsted on-line questionnaire but parents' and carers' views were gathered through inspectors meeting with them. Additional information was collected through staff questionnaires and discussions with the students.

Inspection team

Lubna Aziz, Lead inspector

Additional Inspector

Shellie Barcroft

Additional Inspector

Full report

Information about this school

- Zakaria Muslim Girls' High School is a Muslim day school, which is located on two sites within walking distance from each other in the Kirklees area of Batley. The school opened in 1982 in response to parental demand for a Muslim school in the area.
- The school is registered for up to 199 students aged from 11 to 16 years of age and currently there are 163 students on roll, none of whom has a statement of special educational needs.
- The school takes most students from Indian and Pakistani heritages and students come from Kirklees and surrounding areas.
- The school had its last inspection in June 2010 and a monitoring visit in January 2011.
- The school aims to provide a stimulating and enjoyable teaching environment, which enhances and complements the lifestyle and teachings of a Muslim home.

What does the school need to do to improve further?

- Improve the quality of teaching and accelerate students' progress, especially in English, so that all is at least good by:
 - making good use of assessment information to plan challenging lessons at the right level for students of different levels of ability, especially for the most and least able
 - ensuring that marking is accurate and the targets in students' workbooks are always used well so students have a clear picture of what to do to improve, so as to attain the next level.
- Enrich students' cultural development by providing a broader range of visits to places of cultural interest, including different places of worship.
- Improve the quality of leadership and management by:
 - raising the quality of teaching and learning using a more rigorous system of performance management and target setting for teachers
 - providing more training opportunities for teachers to develop their teaching skills
 - developing more consistent and accurate checks on students' progress over time to improve the overall effectiveness of the school
 - improving the accuracy and effectiveness of self-evaluation by assessing the school's performance in all areas of its work
 - identifying clear priorities for future development in the school improvement plan.

Inspection judgements

Pupils' achievement

Adequate

Achievement is adequate overall due to adequate teaching and an adequate curriculum. Although students' attainment over time is above the national average in English and mathematics, it shows a downward trend over the past three years. Rates of students' progress from their different starting points is only adequate, but is rather better in mathematics than in English. Students' achievement in GCSE is not yet good over time as the percentage of students achieving A* to C grades including English and mathematics is falling. More and less able students and those with special educational needs do not always do as well as they might in both English and mathematics as their specific needs are not always addressed. School records show that students make uneven progress across the year groups. Students make good progress in Islamic studies due to the inspiring teaching and they enjoy learning. They make adequate progress in languages such as Arabic due to adequate teaching.

Students make good progress in reading because they read well and show good understanding of the text. There are opportunities for students to develop team-building activities and, as a result, they learn quickly. There are adequate opportunities for all students to develop numeracy and literacy across the curriculum, particularly in science and Arabic. The marking in students' workbooks is inconsistent in different subjects but especially in English. Too often it does not provide sufficient guidance to enable students to know how to improve and to achieve their targets.

Pupils' behaviour and personal development

Good

Pupils' behaviour and personal development is good. The school creates a positive Islamic environment and this has resulted in students' good behaviour and attitudes in lessons and around the school. The school sets very high expectations for behaviour for the students and staff members are good role models. Students feel safe and have a good understanding of how to keep themselves safe from different types of risks such as bullying and drugs abuse. Relationships between staff and students are good and instances of bullying are rare. Students are courteous and friendly towards visitors and always give an Islamic greeting. Students enjoy school, as is evident in their good attendance which is above national expectations. Occasionally, when there is any poor behaviour in class, it is dealt with swiftly and effectively by the teacher.

The school's good overall provision for spiritual, moral, social and cultural development supports students' personal development well. Students have good understanding of their own and other religions and cultures in Britain. They are taught to respect the beliefs of others and learn about other religions through religious studies, assemblies and tutor time. However, there are few opportunities to visit a broad range of places of cultural interests including different places of worship. They also learn about the role of various public institutions such as a Parliament. Visiting speakers including from the House of Lords have spoken to the students about the role of Parliament. Students take part in local community projects such as learning to look after old people and in raising money for charities. The school ensures it equips its students with balanced political views through the organisation of the school council and students acting as members of different political parties in discussions.

Quality of teaching

Adequate

The adequate quality of teaching enables students to make adequate progress overall. Although they make only adequate progress in English, there is some good teaching in mathematics and Islamic studies. Teachers are able to motivate students well in Islamic studies lessons through thought-provoking teaching. The school teaches basic skills such as reading to its students

effectively. The main weakness in teaching is that all students are not consistently given work at the right level which matches their ability, particularly for the most and least able, to enable them to make good progress in relation to their different starting points. Most lesson plans include particular lesson objectives against which the progress of the students is measured. Teachers assess students' work regularly and some teachers provide helpful comments on how to improve in their marking and set targets to accelerate students' progress. However, this practice is not followed consistently and accurately by all staff throughout the school. Consequently, students only make adequate progress overall.

Teachers' behaviour management is good and lessons are conducted in a positive climate. Teaching is improving as the school has recruited specialist and experienced teachers. The students have access to an information and communication technology (ICT) room and teachers make an adequate use of computer technology.

The school has recently employed an assessment co-ordinator and is using an electronic system to check students' progress in English, mathematics and other subjects and compares their achievements with their starting points. However, this system is not yet fully embedded so as to provide a precise picture of students' progress over time.

Quality of curriculum

Adequate

The quality of curriculum is adequate. The curriculum serves the needs of students, enables them to make adequate progress and prepares them sufficiently for their future. It is not good and does not lead to good achievement partly due to the only partial monitoring of the implementation of the curriculum and schemes of work. There are schemes of work in all the required areas of learning including Islamic studies, Arabic and Urdu. Although teachers' lesson planning is adequate, it does not always make evident how it will provide work at the right levels for students of different levels of ability, especially the most and least able. The school places a good emphasis on literacy and numeracy. The school places sufficient importance on the creative subjects of art and physical education and the provision for extra-curricular activities is adequate.

The school's teaching of Islamic studies is a strong aspect of its curriculum and, as a result, students make good progress in their learning of the religion. This was evident in the teaching observed where students were encouraged to reflect on the views of those people who do not believe in God. Students' knowledge of Islam is further enriched through assemblies and *Halqa* (Islamic circle time). The students are suitably prepared for GCSE subjects such as English, mathematics, science, Islamic studies and information and communication technology. An appropriate careers education is provided through the programme for personal, social and health education (PSHE) and a visiting careers adviser.

Pupils' welfare, health and safety

Adequate

The school's provision for students' welfare, health and safety is adequate. The school has met all the regulations for this aspect of its work. The senior designated officer for child protection and her deputy have completed training at the higher level. All other staff members have undertaken the necessary child protection training. The school has appropriate policies in place, including those for child protection, health and safety and first aid. There is a suitable anti-bullying policy and it is effectively implemented. All members of staff are aware of these policies and therefore, implement them constantly. The school takes reasonable steps to ensure fire safety and have appropriate fire safety procedures in place. There are regular fire drills and checks on portable appliances are carried out frequently. The school follows appropriate procedures for educational trips and visits and the school carries out adequate risk assessments.

The school ensures there are safe recruitment practices and vetting procedures. It ensures that all

staff members are suitable to work with students and the required checks are suitably recorded in the single central register. The admission and attendance registers meet requirements. First aid procedures are appropriately implemented and this includes recording of all incidents.

Leadership and management

Adequate

Leadership and management are adequate and enables students to make adequate progress. The trustees have a striving vision and all senior leaders and staff work together to improve the school. As a result of their hard work, the school meets all the regulations for independent schools. Students achieve above average results in their GCSE examinations and make an adequate progress in English and rather stronger progress in mathematics over time. The school's self-evaluation rightly identifies strengths and areas for improvement, however, it does not evaluate the school's performance in all aspects of its work. Similarly, the school improvement plan does not clearly identify school's priorities for the future.

Both of the school's sites are kept tidy and safe and the teaching accommodation is adequate for the number of students it caters for. Parents and carers receive all the required information and the complaints procedure meet requirements. The views expressed by students, parents and staff about the school are highly positive.

Leaders have to create a systematic and rigorous approach to checking on the quality of teaching and ensuring there is high-quality training for staff and effective management of teachers' specific performance targets to help students make good progress overall. Leaders and teachers do not always use information from assessments consistently and accurately. The trustees do not challenge senior leaders as much as they might do to ensure there are swift improvements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.

School details

Unique reference number	107792
Inspection number	422697
DfE registration number	382/6015

This inspection was carried out 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.

Type of school	Muslim Secondary Girls' School
School status	Independent School
Age range of pupils	11–16
Gender of pupils	Girls
Number of pupils on the school roll	163
Number of part time pupils	0
Proprietor	Muslim Education Trust (Batley)
Chair	Mr Shabbir Daji
Headteacher	Mr Y Jasat
Date of previous school inspection	28 June – 01 July 2010
Annual fees (day pupils)	£1,150
Telephone number	01924 444217
Fax number	01924 448660
Email address	info@zakariamuslimgirlshighschool.co.uk

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