

Park Avenue Girls High School

22 Avenue Road, Shelton, Stoke-On-Trent, ST4 2EX

Inspection dates	17–19 June 2014	
Overall effectiveness	Requires improvement	3
Achievement of students	Requires Improvement	3
Quality of teaching	Requires Improvement	3
Behaviour and safety of students	Outstanding	1
Leadership and management	Requires Improvement	3

Summary of key findings

This is a school that requires improvement. It is not good because

- Not all students are making the progress they could from their individual starting points, especially in mathematics. Therefore students' achievement requires improvement.
- The quality of teaching requires improvement. Assessment information is not always used effectively to set work that meets the needs of students of different abilities. Students do not always get enough guidance about how to improve their work.
- The school's procedures for gaining an accurate view of its performance are underdeveloped. Plans for improvement do not have sufficient targets for enhancing students' achievement.
- Leaders and managers are not doing enough to check the quality of teaching or to analyse data. This is slowing the rate of improvement to the quality of teaching and students' achievement.

The school has the following strengths

- The good range of subjects taught support students' spiritual, moral, social and cultural development very effectively.
- The school helps students to have very positive values that foster personal development extremely well.
- Relationships between adults and students in the school are very good.
- Students feel extremely safe and say there is no bullying. They very much enjoy coming to school and therefore attendance is excellent.
- All students behave exceptionally well around the school and are eager to do well. They are very respectful towards each other, creating a very positive environment for learning.

Compliance with regulatory requirements

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

Information about this inspection

- This inspection was carried out with one day's notice.
- Inspectors observed six lessons or part lesson taught by five teachers, looked at students' work, met with the headteacher, other leaders, groups of students and spoke informally to staff.
- Inspectors looked at the school's documentation including schemes of work, teachers' planning, records of students' attainment, monitoring reports of teaching and school improvement plans. They checked the school's compliance with the regulations for independent schools.
- No responses had been received on Parent View at the time of the inspection. Inspectors took account of the views expressed by students and responses to the Ofsted staff questionnaire

Inspection team

Shellie Barcroft, Lead inspector

Additional Inspector

Saleem Hussain, Team inspector

Additional Inspector

Full report

Information about this school

- Park Avenue Girls High School is an independent day school that provides full-time education for girls aged from 11 to 16 years from families within and beyond the Muslim community in the Shelton area of Stoke on Trent.
- The school was registered in June 2013 and this is its first inspection.
- The school is registered for 100 girls, aged 11 to 16 years. There are currently six Year 7 students on roll.
- No students have been identified with as having disabilities or special educational needs.
- The school aims to `provide a safe welcoming environment in which children can feel confident and secure; value each child as an individual ensuring they reach their full potential spiritually and academically; encourage good behaviour, respect and the value of working together; empower our children to become aspiring, effective and productive members of our society`.

What does the school need to do to improve further?

- Improve teaching and raise achievement so that both are consistently good or better in all subjects, and particularly in mathematics, by:
 - making more effective use of assessment information so that work is better matched to students' needs
 - making certain that marking and feedback tells students about how to improve future work
 - developing teachers' ability to question students and help them to think more deeply
 - providing more training for teachers.
- Improve the impact of leadership and management on teaching and students' achievement by:
 - enhancing the school's procedures for gaining an accurate view of its performance, including involving all leaders and managers in checking how well students are learning
 - strengthening systems for checking the quality of teaching
 - analysing data more effectively in order to measure the progress students make over time
 - ensuring that plans for improvement include targets for students' achievement.

Inspection judgements

Achievement of students

Requires improvement

- Achievement requires improvement because there is too much variation in the quality and amount of work that students complete in different subjects. The progress students make is not always as good as it should be, particularly in mathematics.
- Students arrive at the school with above average levels of attainment and continue to acquire knowledge and develop an understanding in a range of subjects, yet not at the speed of which they are capable.
- Recently, teaching in mathematics has not been consistently good enough to ensure that all students have been given enough opportunities to develop a full range of mathematical skills.
- Achievement in English is better. Scrutiny of workbooks indicates that students produce much better quality of work than in mathematics and an effective marking strategy is in place to help students further improve.
- Books in other subjects seen by inspectors showed that students are making expected progress. They take pride in their work, which is mostly neat and tidy.
- Students are encouraged to read widely and read fluently. This is helping them to improve their progress in reading.
- Higher ability students do not always move on quickly to more challenging work. They make steady rather than good progress.
- Students' achievements in relation to their Islamic studies are good. Students make good gains in developing their knowledge and understanding of the Qur'an and the principles of Islam. Students are given the opportunity to learn Arabic and develop their obligations as young Muslims.
- Students regularly work on computers and gain skills in information and communication technology (ICT).

Quality of teaching

Requires improvement

- Teaching is not yet consistently good. There are inconsistencies in the quality of teaching and, as a result, not all students are making the progress of which they are capable.
- Systems are in place to monitor students' progress but the information is not used as effectively as it could be to inform the planning of activities and to provide sufficient challenge for students of all abilities.
- Questioning at times can be too general and not sharp enough. Consequently, it does not always encourage students to think more deeply. Nor does it always test their understanding of what is being taught.
- Some teachers have higher expectations, and students are enthusiastic and keen to answer more challenging questions.
- Teachers mark most books regularly. However, scrutiny of students' work in books indicates that marking is not consistent across subjects. On occasions, marking is too brief and comments are not as helpful as they could be. Students do not have sufficient opportunities to judge for themselves how well they are doing.
- Some marking is effective and assists good progress, particularly in English. A strategy to improve marking across all subjects has recently been implemented and other subject teachers are aware of the need to further improve students' spelling, punctuation and grammar.
- There is a good level of respect between students and their teachers. Consequently, students get on well with their work. The very positive relationships ensure that students feel confident and are happy to ask questions if they do not understand their teachers' explanations.
- Teachers and teaching assistants have created a positive atmosphere and sometimes students have opportunities to share their ideas and answers. For example, when arts and craft were

being taught, students were encouraged to show their peers their purse design templates and demonstrate to each other how to sew a symmetrical bow. This encouraged students to think for themselves.

Behaviour and safety of students

Outstanding

- The students' behaviour and the school's work to keep pupils safe and secure are outstanding. Students demonstrate excellent attitudes to learning and are determined to succeed in whatever they do. They know how their extremely positive attitudes will impact well on their future.
- The school has a very effective system of rewards and sanctions, promoting high levels of effort and outstanding behaviour in and out of class. Students are keen to be added to the 'Champions board' displaying their achievements.
- Students are very respectful towards each other, adults and the school environment. No misbehaviour was observed throughout the inspection. School documentation confirms misdemeanours are very rare.
- The school's procedures to ensure the students' safety are very effective. Students say they are very happy and safe at school, and feel confident to discuss any issues they have with adults. Students are taught how to keep themselves safe, for example, from bullying and when they are using the internet. Students say that there is no bullying and school records support this.
- Citizenship enables students to learn about different public services and British institutions. They learn about civil and criminal law, and to respect the views and beliefs of others even if they do not agree with these. The school's religious education planning ensures that a balanced account of political views and issues is presented to the students while in school and when taking part in activities outside of lessons and visits. Students are open to new ideas which help their understanding of how society works.
- Students develop their confidence and self-esteem very well. They are encouraged to participate in school activities, assemblies and school open days. Students also have the opportunity to celebrate their achievements at events and display their work around the school. They feel that they are given very good opportunities to contribute to making changes in the school.
- Students are very punctual to lessons and attendance is above average.

Leadership and management

Requires improvement

- Leadership and management is not yet good because there is more to be done to ensure that the quality of teaching is enabling students to achieve to the best of their ability.
- Checks on the quality of teaching and learning, and clear feedback to teachers from leaders and managers about how to improve their practice, are underdeveloped. Consequently, the impact of teaching on students' learning and achievement is not always fully understood by staff. Training to help develop the quality in teaching is not as effective as it could be.
- The school is developing its ability to assess the quality of its own work. Not all leaders and managers, including the proprietor and trustees, are sufficiently involved in the evaluation of school's work. Some leaders have a limited awareness of student outcomes because data is not always analysed effectively. This is slowing the pace of improvement.
- Leaders and managers are committed to the school. They have created a very positive environment and are good role models for students.
- Leaders and managers have provided an effective secular curriculum that includes developing students' literacy and numeracy skills. The variety of subjects offered is a strength of the school. The subjects are well organised, including detailed schemes of work that reflect the National Curriculum. A wide variety of subjects are on offer, including a strong religious and personal, social and health education element.
- Students enjoy a wide range of activities and visits, for example to museums, a zoo, orienteering and theme parks. They were very enthusiastic about activities planned to celebrate their hard

work in end-of-unit tests. The school uses local sports facilities for physical education and appropriate risk assessments are in place.

- The promotion of social, moral, spiritual and cultural development through lessons and assemblies is outstanding, embedding Islamic values and beliefs very well. One student said that she 'likes to come to this school because she is able to practise her religion'.
- All staff who completed the inspection questionnaire were very positive about the school.
- Good policies are in place to promote the welfare, health and safety of students. All staff complete training in relation to the welfare, health and safety of their students,
- Health and safety regulations are met and the school meets statutory responsibilities for safeguarding. The school's premises and accommodation are well maintained.
- Parents are kept informed of their child's progress through reports on a half termly basis and at parents' evenings. The prospectus and website provide a good range of information. All of the requirements regarding complaints procedures and the provision of information for parents and others are met.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	139784
Inspection number	443009
DfE registration number	861/6010

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 day school
School status	Independent
Age range of students	11–16
Gender of students	Girls
Number of students on the school roll	6
Number of part time students	0
Proprietor	Mr Sultan Munir Ahmed
Chair	Mr Sultan Munir Ahmed
Headteacher	Mr Abdul Gafoor Salloo
Date of previous school inspection	28 March 2013
Annual fees (day students)	£1,500
Telephone number	01782 499091
Fax number	N/A
Email address	info@parkavenueschool.co.uk

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