

# Rabia Girls' and Boys' School

12–16 Portland Road, Luton LU4 8AX

**Inspection date** 13 October 2015

**Overall outcome** **Independent school standards not met**

## Context of the inspection

- This inspection was carried out by Ofsted at the request of the registration authority for independent schools in order to monitor the progress the school has made in implementing its action plan. This was the second monitoring inspection and it was conducted without notice.
- The school submitted an action plan to address the standards it failed to meet in the first monitoring inspection that took place in January 2015. This was evaluated in June, and found to be acceptable.
- In addition to two longer observations of teaching and learning, the inspectors undertook short tours at both school sites, visiting a range of Key Stages 1 to 4 lessons, selected at random. They observed pupils learning and looked at their written work. They held meetings with the headteacher, deputy headteacher, senior leaders, and boys and girls from Years 7 to 11.
- A range of policies were evaluated, including the school's career education and work-related learning policy. The school's policies, procedures and documentation for safeguarding its pupils, and attendance records, were checked. The inspectors examined the school's schemes of work for all academic and Islamic studies as well as the school's approach in gathering information about pupils' progress and attainment.

## Main findings

### Quality of education provided

- The school has reviewed and revised its curriculum policy ensuring that girls and boys have full access to a broad and balanced range of subjects. They have equal access to suitable resources for learning. For example, the girls' site has been equipped with a purpose-built science laboratory; and girls and boys take part in all educational visits and physical education activities. The balance between the secular subjects and Islamic studies is the same for girls and boys.
- Leaders ensure that the full range of subjects is provided for girls and boys, by observing lessons and checking pupils' written work. The school's agreed marking policy is implemented consistently across the school with most pupils receiving helpful feedback about how to improve their work.
- Staff are using published schemes of work to plan pupils' learning in all of the academic subjects. This ensures that pupils learn new skills and knowledge in the right order and make good progress. Staff receive regular training to develop their teaching skills and subject knowledge.
- Leaders have developed sound arrangements for assessing how well all pupils are learning. Teachers make checks at regular intervals and record the findings. They use this information to set work at the right level of difficulty so that all pupils are making sufficient progress. The impact of this has been that the most-able pupils are suitably challenged and those who need it

receive extra support in lessons.

- Girls and boys have access to up-to-date independent careers guidance. They choose work experience placements related to their interests and ambitions.
- Staff actively encourage girls and boys to aim high and to work hard to achieve their goals.

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

- In their planning, staff seek opportunities to promote fundamental British values and those of Islam in their everyday teaching. Girls and boys know what it is to be a good British Muslim and strive to live by these values.
- Pupils benefit from educational visits to places of worship such as a Christian church and a Jewish synagogue. These have extended their knowledge and understanding of both religions, as well as promoting their tolerance of those from different faiths and beliefs.
- Pupils are well informed about democracy, the rule of law and individual liberty. They have visited the local council offices and the Houses of Parliament; they know what they are for and how they work. Pupils have taken part in the democratic process by electing school council representatives. They all agree and sign up to the class rules for good behaviour and work ethic.
- The school ensures that pupils are safe from extremist and radical influences. Staff have been trained in Prevent. Pupils are taught how to keep themselves safe online through e-safety. They are very knowledgeable about the potential dangers of the internet and social networking sites and they know exactly what to do and who to tell if ever they come across anything that makes them feel uneasy.

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

- The school was previously ineffective in checking pupils' attendance. Steps have been taken to address this quickly and efficiently. Attendance registers are taken every morning and afternoon. They are filled in diligently according to current requirements.
- Attendance officers on the girls' and boys' sites check all pupils' attendance. The school does not hesitate to make referrals to the local authority's attendance officer, if there are concerns.
- The revised attendance policy makes clear the school's commitment to ensuring that all pupils attend regularly. Parents know that if they do not report a reason for their child's absence they will be contacted immediately by telephone.

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

- The previous inspection found weaknesses in the school's recruitment processes for appointing staff.
- The school sets safeguarding as a priority and ensures that its pupils are taught about safeguarding, including staying safe online and when using smart phones or social media.
- Staff are fully trained in safeguarding to the required levels. However, the school's administration of paperwork and record keeping does not reflect the high importance that the school places on keeping its pupils safe. The transfer of information into files and records is too slow. This is why paragraph 7, 7(b) of the independent school standards is not met.

### **Quality of leadership and management of schools**

- The school's leaders and governors are tackling weaknesses with urgency and determination. They have used the action plan as an effective tool to drive forward improvements and measure the school's success in meeting the independent school standards.
- Leaders and governors share the ambition for the school to be a good and better school than it was at the previous inspection, and are taking the right steps to improve it.
- Qualified teachers have been recruited to leadership roles and responsibilities, for which they are accountable. This has strengthened the school's leadership and management considerably.

All of them are involved in checking that agreed policies are implemented consistently.

- Leaders have ensured that all staff receive regular training, appraisals and opportunities to share good practice. They are given time within the school day for curriculum planning and marking, and this has improved the quality of these activities.
- Effective use is made of external consultants to assist leaders in making the necessary improvements.

### Compliance with regulatory requirements

- To meet the independent school standard in paragraph 7, 7(b), the proprietor must ensure that arrangements to safeguard and promote the welfare of all pupils have regard to any guidance issued by the Secretary of State.

## Inspection team

Linda Killman, lead inspector

Her Majesty's Inspector

Ruth Brock

Her Majesty's Inspector

## Information about this school

- Rabia Girls' and Boys' School is a Muslim day school registered to provide education for up to 330 boys and girls aged five to 16 years. The school was set up in 1996 to provide Islamic education for young Muslims. It aims to give pupils the opportunity to study and develop their academic and spiritual potential in an Islamic environment.
- There are currently 189 pupils on roll. All pupils speak English as an additional language and many are multilingual.
- The school operates on two sites: one for boys, taught by male staff, and the other for girls, taught by female staff. No external alternative provision is used by the school.
- The school's last standard inspection was conducted in May 2014 and was judged inadequate. The first progress monitoring inspection took place in January 2015 when inspectors found that some of the standards remained unmet.

## School details

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|--------------------------------|----------|
| <b>Unique reference number</b> | 130331   |
| <b>Inspection number</b>       | 10006948 |
| <b>DfE registration number</b> | 821/6001 |

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.

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| <b>Type of school</b>                      | Muslim Day School  |
| <b>School status</b>                       | Independent school   |
| <b>Age range of pupils</b>                 | 5–16   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 189  |
| <b>Number of part-time pupils</b>          | 0  |
| <b>Proprietor</b>                          | Rabia Trust  |
| <b>Chair</b>                               | Mr Khan  |
| <b>Headteacher</b>                         | Mirza Akbar  |
| <b>Date of previous school inspection</b>  | 15 May 2014  |
| <b>Annual fees (day pupils)</b>            | £2,000   |
| <b>Telephone number</b>                    | 01582 481730   |
| <b>Email address</b>                       | <a href="mailto:Rabia_gs@yahoo.co.uk">Rabia_gs@yahoo.co.uk</a> |

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