

# Iqra High School

319 Waterloo Street, Glodwick, Oldham, Lancashire OL4 1ER

## Inspection dates

7 January 2016

## Overall outcome

**Independent school standards not met**

## Context of the inspection

- This inspection was undertaken 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 first monitoring visit to the school to check on its progress in meeting the independent school standards that were judged to be unmet in May 2015.
- The school was last inspected on 29 April – 1 May 2015, when its overall effectiveness was judged to be inadequate. Following this inspection, the school submitted an action plan to the registration authority for independent schools on 20 August 2015.
- The school's action plans were evaluated on 15 September 2015 and on 27 October 2015. On both occasions the action plan was judged to require improvement. The plan set out actions that included the writing and revision of policies as well as improving the effectiveness of the teaching and assessment. It did not make clear how the implementation of these actions would be verified. For example, the plan did not explain who, other than the headteacher, would determine whether the changes had been successful.
- The inspector visited classes to observe teaching and look at pupils' work. He held discussions with teachers and senior leaders. He met the proprietor and a group of pupils. The inspector looked at a wide range of documents related to the independent school standards including policies, plans and schemes of work. This inspection was undertaken without notice to the school.

## Main findings

### Part 1 Quality of education provided

- The inspection of 29 April – 1 May 2015 found that school policies and plans did not pay sufficient regard to the protected characteristics set out in the Equality Act 2010. The written policy on the curriculum did not make specific reference to all the protected characteristics, for example, sex and sexual orientation. As a result, the school failed to provide well for the personal, social, health and economic education of pupils because the spiritual, moral, social and cultural development policy did not make specific reference to the protected characteristics.
- Leaders planned actions to improve the quality of education in this area by making sure that all curriculum plans would be reviewed and updated, paying due regard to the required standards and protected characteristics.
- The required written policies and schemes of work are now in place to guide and support the teaching. These include a policy on the promotion of equal opportunities and a policy on spiritual, moral, social and cultural development. All policies and schemes now pay particular regard to the protected characteristics listed in the Equality Act.
- Written policies now make specific reference to the protected areas that were previously omitted such as sex and sexual orientation. Leaders have introduced a curriculum map which identifies when and where specific topics will be taught. The standards relating to these required improvements are now met.
- The May 2015 inspection found that some teaching standards were not met. Teaching was not good enough overall to ensure that pupils made consistently good progress. Teachers did not

set work that was challenging enough for the most-able pupils and sometimes the work set was too hard for the least able. Pupils were not given clear enough guidance on how they could improve their work.

- The school's action plan aimed to provide teaching staff with additional training on how to assess pupils' abilities accurately. An education consultant was to offer guidance on how to plan lessons that met the needs of the different groups of pupils represented in the classes. Additional resources, including textbooks, were to be purchased to support teachers when they set the work for different abilities.
- Leaders' actions to improve pupils' progress since the last inspection have not been fully effective. All teachers have received training on how to plan lessons and assess progress. Suitable resources have been purchased to support the teaching. However, there are still inconsistencies in the way that teachers assess pupils' starting points at the beginning of the school year. Consequently, it is hard to measure the progress pupils are making or evaluate how effective the teaching has been. Evidence from lessons and pupils' books confirms that feedback to pupils, including marking, varies between subjects in both quality and quantity. School leaders do not have a good enough overview of pupils' progress. The standards relating to teaching are still not met.

## **Part 2 Spiritual, moral, social and cultural development**

- The inspection of 29 April – 1 May 2015 found that the curriculum plans, including that for the spiritual, moral, social and cultural development of pupils, did not take regard of the protected characteristics set out in the Equality Act 2010.
- The action plan proposed that the school should produce a policy on the promotion of equal opportunities and a policy on spiritual, moral, social and cultural development. It also proposed a review of the curriculum policy to include revisions of provision in personal, social, health and economic education and citizenship.
- Leaders have taken effective actions to address the weaknesses identified. Written policies now make specific reference to the protected areas.
- Pupils talk confidently about improvements in the curriculum that allow them to discuss topics that are relevant to them and interest them. They say they are given good opportunities to suggest improvements through the school council and 'a suggestion box' scheme. Their views are regularly sought.
- The standards relating to spiritual, moral, social and cultural development are met.

## **Part 3. Welfare, health and safety of pupils**

- The inspection of 29 April – 1 May 2015 found that the arrangements for safeguarding and promoting the welfare of pupils were not secure and standards were unmet. Prohibition checks on teachers had not been completed and staff had not received child protection training to the required standard. In addition, too few staff were trained to provide first aid and school leaders had not completed an authorised training course in safer recruitment. The safeguarding policy on the school website did not contain all the required details.
- The action plan confirmed that school leaders would carry out all the required checks on teachers and that the safeguarding policy would be updated. Staff were to receive training in child protection and first aid and leaders were to complete the online safer recruitment course.
- Actions taken by leaders to address the unmet standards described above have been successful.
- Leaders now use the Employer Access Online Service to carry out checks to ensure that prospective teachers have not been prohibited from teaching.
- The safeguarding policy on the school website has been updated and includes all the required details.
- Scrutiny of the single central record of staff checks demonstrated that all the necessary personnel checks are carried out, dated, signed as correct by the headteacher and reviewed by

the proprietor. School leaders have also completed the online training course in safer recruitment.

- All staff have received the appropriate training in child protection to the standard set by the local safeguarding board and all staff are now qualified in first aid to the required level.
- However, during the course of the visit, it became clear that other standards related to the welfare, health and safety of pupils were not being met. The main entrance door to the school was not always kept securely closed during the school day. Visitors to school were not required to sign in immediately on arrival. Their credentials and right to visit the school were not always checked. Failures in these areas place the welfare of pupils at risk and could lead to unauthorised access to the school. The standard is not met because appropriate action is not taken to reduce risks that are identified.

#### **Part 4. Suitability of staff, supply staff and proprietors**

- The inspection of 29 April – 1 May 2015 found that the arrangements for safeguarding and promoting the welfare of pupils were not secure and standards in this section were unmet. Guidance on the recruitment of teachers had not been followed in full and prohibition checks on teachers had not been completed.
- The school's action plan confirmed that school leaders intended to review all safeguarding arrangements, including prohibition checks for teachers prior to their appointment. The single central record was to be updated to take account of these checks.
- Effective action has been taken by leaders to ensure that standards in relation to the suitability of staff, supply staff and proprietors are met. Scrutiny of the single central record demonstrated that all the necessary personnel checks are carried out, dated, signed as correct by the headteacher and reviewed by the proprietor.

#### **Part 8. Quality of leadership in and management of schools**

- The standards for leadership and management are not met because other independent school standards are still not met consistently.
- Leaders have introduced significant changes since the last inspection. Curriculum plans and policies now meet the requirements of the independent school standards. Teachers have received training in how to plan lessons that meet the needs of pupils with different abilities. Additional resources have been purchased to support this teaching. Observations in classes and scrutiny of pupils' work show that these changes are not yet having an impact on raising achievement. The proprietor confirms that the required checks on teachers are carried out properly by the headteacher but there is little other external review or monitoring of the headteacher's work
- Leaders have strengthened some areas of safeguarding but the inspection visit identified possible opportunities for unauthorised access to the school during the working day. On arrival, visitors are not checked rigorously enough.

### **Compliance with regulatory requirements**

#### **The school must take action to meet The Education (Independent School Standards) Regulations 2014 and associated requirements**

##### **Part 1: Quality of education provided**

The standard in this paragraph is met if the proprietor ensures that the teaching at the school (paragraph 3):

- enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3(a)) and
- involves well planned lessons and effective teaching methods, activities and management of class time (paragraph 3(c)).

**Part 3: Welfare, health and safety of pupils**

The standard in this paragraph is met if the proprietor ensures that (paragraph 7):

- arrangements are made to safeguard and promote the welfare of pupils at the school (paragraph 7(a))
- such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7(b))
- the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy (paragraph 16(a)) and
- appropriate action is taken to reduce risks that are identified (paragraph 16(b)).

**Part 8: Quality of leadership and management of schools**

The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school (paragraph 34(1)):

- demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently (paragraph 34(1)(a))
- fulfil their responsibilities effectively so that the independent school standards are met consistently; (paragraph 34(1)(b)) and
- actively promote the well-being of pupils (paragraph 34(1)(c)).

## Inspection team

Mike Hewlett, lead inspector

Ofsted Inspector

## Information about this school

- Iqra High School is an independent Muslim day school for pupils aged between 11 and 16 years. The school is owned by Iqra Educational and Welfare Trust, which is a charity. The school is non-selective. It is located in the Glodwick area of Oldham on the same site as a Madrassah. The Madrassah is managed by the Khadija Education and Youth Centre and attended by both boys and girls. A good proportion of girls who attend Iqra High School also attend the Madrassah in the evening to undertake Qur'anic and Islamic studies.
- The school was opened in September 2014. It is registered for 100 pupils. There are 40 girls on roll in Years 7, 8 and 9. No pupil has a statement of special educational needs or an education, health and care plan.
- All pupils are British and of Asian origin. All pupils speak English as their first language.
- The school does not make use of alternative provision.
- The school offers secular and Islamic education.
- The school's vision, values and aims include: 'Iqra High School will become a centre of achievement for all pupils irrespective of their background and ethnicity. We sincerely intend to produce learners whom are confident individuals, responsible citizens and positive contributors to our own community and society at large. We will become a beacon of high quality in lifelong learning at all levels. All of our pupils will develop better understanding of Islamic faith, positive self-esteem, confidence, high aspirations and ambition to achieve their full potential.'

## School details

<b>Unique reference number</b>	141087
<b>Inspection number</b>	10010150
<b>DfE registration number</b>	353/6002

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.

<b>Type of school</b>	Faith school
<b>School status</b>	Independent school
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	40
<b>Number of part time pupils</b>	0
<b>Proprietor</b>	Iqra Educational and Welfare Trust
<b>Chair</b>	Manzoor Ahmed Shakir
<b>Headteacher</b>	Mohammed Farooq
<b>Date of previous school inspection</b>	29 April – 1 May 2015
<b>Annual fees (day pupils)</b>	£2,000
<b>Telephone number</b>	0161 652 8563
<b>Fax number</b>	N/A
<b>Email address</b>	<a href="mailto:headteacher@iqrahs.org.uk">headteacher@iqrahs.org.uk</a>

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