

# Rida Girls' High School

The Perseverance, Forge Lane, Dewsbury WF12 9EJ

## Inspection dates

2 April 2019

### Overall outcome

**The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraph 2(1), 2(1)(a–b), 2(1)(b)(i–ii), 2(2), 2(2)(a–b), 2(2)(d), 2(2)(d)(i–ii), 2(2)(e), 2(2)(e)(i–iii), 2(2)(h), 2(2)(i), 3, 3(a–j), 4*

- The governors have a vision for education that communicates high expectations for pupils' intellectual achievements and places equal importance on pupils' ability to contribute fully to society when they leave school. There is evidence of the successful implementation of this curriculum in the current school and the school is likely to meet the independent school standards relating to the quality of education if the material change requested is approved.
- School leaders have published a clear and detailed curriculum policy which is compliant with all the independent school standards and states that a broad subject range will be available to all pupils.
- The published school policy reflects governors' stated commitment to providing 'Learning experiences which challenge, build self-esteem and confidence and so enable our pupils to take up their roles and responsibilities as adults and citizens of society.' The curriculum has a balance of formal academic subjects and a programme of enrichment activities and this will continue to be a feature of the school if the material change requested is approved.
- The governors have invested in an independent careers adviser who has regular guidance meetings with individual pupils as well as supporting a whole-school careers programme. Pupils in the current school have attended a careers fair and also heard from a wide range of visitors to the school who have experience of different career paths. The governors have been able to support this aspect of the school's curriculum through the partnerships they have with local professionals and community leaders.
- Pupils spoken to as part of the inspection were very focused on their futures. They have clear aspirations for future study and employment and are excited at the possibility of being able to study for their GCSEs at the school in future.
- Pupils currently in the school make strong progress in all subjects and this can be seen in their contributions in lessons and in their workbooks. Pupils spoke confidently

about how they were doing in their subjects and appreciated the high expectations their teachers have of them.

- School leaders are aware of the need to recruit more teachers and have a clearly documented strategy for recruitment if the material changes requested are approved. Their recruitment plans will increase the number of teachers in the school with a specialism in English, mathematics and science.
- The headteacher has ensured that there is a framework for assessment in the current school which will be implemented in the expanded school. She has introduced a system which monitors pupils' progress, using their outcomes from key stage 2 as a starting point and then checking pupils' progress against end of key stage targets at half termly assessment points. The headteacher has established a moderation network, using partnerships with neighbouring schools. Governors have the skills and experience to support and challenge this monitoring of pupils' outcomes.
- The headteacher has produced long- and medium-term plans for each subject to show how teachers will build up pupils' subject knowledge and skills from entry to the school up to pupils' completion of GCSE subjects. Teacher planning for pupils' learning in the current school is leading to good outcomes for pupils. Workbooks checked as part of the inspection show that pupils are making good progress, knowing more and increasing their subject-specific skills over time.
- School leaders have ensured that all the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

## Part 2. Spiritual, moral, social and cultural development of pupils

### *Paragraph 5, 5(a-b), 5(b)(i-vii), 5(c), 5(d), 5(d)(i-iii)*

- Pupils' personal development is a strength of the current school. School leaders are likely to be able to continue to meet this aspect of the independent school standards if the material change requested is implemented.
- Pupils' attendance, behaviour and the attitudes for learning seen in lessons make a positive contribution to their progress. Pupils spoken to during the inspection say they enjoy school and have positive relationships with teachers, who they feel support them well.
- The headteacher has developed an extensive humanities curriculum that encourages an understanding of different religions, cultures and global issues. Pupils' work in books and displays around the school show that they are motivated to learn about the world.
- The headteacher ensures that pupils get independent careers advice, and representatives from different employers regularly visit the school to explain what they do and how they achieved their positions.
- Pupils have a wide range of learning opportunities out of the classroom. Recently, the whole school has visited local schools, travelled to a science exhibition and taken part in a local Holocaust Memorial Day. School leaders are committed to developing pupils' experience of the local and wider community and this is likely to continue to be a positive feature of school life if the material change requested is implemented.
- School leaders have ensured that all the independent school standards in this part are

likely to be met if the proposed material change is approved and implemented.

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

*Paragraph 7, 7(a–b), 11, 12, 14, 16, 16(a–b)*

- School leaders have implemented arrangements for safeguarding that are effective. The headteacher has ensured that information about safeguarding and pupils' welfare, such as the school's safeguarding policy, is available from the school's website and is compliant with current statutory guidance.
- The headteacher has developed well-organised systems to foster and monitor the safety and well-being of pupils. The positive relationships between staff and pupils that are evident around the school contribute to the safety of pupils.
- The proprietor provides staff in the school with high-quality training in safeguarding and child protection. This ensures that all staff are up to date with their training and are meeting the expectations of the governing body.
- Governors have produced a robust risk assessment policy and implementation is well managed and prioritised by governors in the current school. There are robust risk assessments that reflect the individual needs of pupils and the range of activities that the pupils have access to. The headteacher ensures that these systems and risk assessments are implemented carefully by all staff.
- Governors have written a safety plan for the new school. They have taken into account the potential for community use of the new building and are stating this will be outside of school hours.
- Governors have written a fire risk assessment for the proposed new school. They have worked closely with the designers of the new school building to ensure that the fire regulatory order can be fully implemented and their comprehensive fire safety strategy has been reviewed at each stage of the planning application process. In the new school building, every door is a fire door and has the additional precaution of a fitted fire safety curtain, there is clear signage of evacuation routes with marked disabled refuge spaces. The fire alarm system is hard-wired across the whole building with call points fitted at frequent intervals.
- School leaders have ensured that all the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

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

*Paragraph 18(2), 18(2)(a–c), 18(2)(i–iv), 18(2)(d–e), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa–cc), 19(2)(a)(ii), 19(2)(b–d), 19(2)(d)(i–ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i–ii), 20(6)(b), 20(6)(b)(i–iii), 20(6)(c), 21(1–3), 21(3)(a), 21(3)(a)(i–viii), 21(3)(b), 21(5), 21(5)(a), 21(5)(a)(i–ii), 21(5)(b–c), 21(6)*

- The headteacher ensures that pre-employment checks are completed in line with statutory guidance and maintains the single central record effectively. The headteacher works closely with the local authority and is experienced in implementing all aspects of statutory guidance with regards to keeping children safe.
- Governors provide a thorough induction programme for new staff that communicates

the high expectations they have of staff with regards to safeguarding. The headteacher maintains a staff training log and ensures that all staff are aware of current safeguarding requirements.

- School leaders have ensured that all the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

#### Part 5. Premises of and accommodation at schools

*Paragraph 23(1), 23(1)(a-c), 24(1), 24(1)(a-b), 24(2), 25, 26, 27, 27(a-b), 28(1), 28(1)(a-d), 28(2), 28(2)(a-b), 29(1), 29(1)(a-b)*

- Governors have worked extremely hard over recent years to ensure that pupils have a school building that is fit for purpose and will enhance their learning experience. At the time of the inspection, the new building had not been officially opened but was close to completion and could be checked against the independent school standards.
- School leaders have requested an increase to the number of pupils they can admit to the school, as well as an increase in the upper age limit to 16. The new school is a short drive away, and the existing school building will continue to be owned by the proprietor. A careful transition from one school to the other has been planned.
- The estimated pupil capacity based on room size and current layout of the new school building exceeds the 120 that the school have requested as part of their material change application. Governors wish to keep class sizes to 14 pupils per class and this is reflected in their planned usage of the new school building. Their plans also support their desire to have well-resourced classrooms, as well as expansive and comfortable social spaces for pupils.
- The governors have provided specialist classrooms for science, information technology and food technology. The other classrooms are multi-purpose, pleasant spaces which are light and airy.
- The outdoor area is small compared to the rest of the school building. The headteacher has plans to timetable daily usage of the outdoor space so that pupils have easy access to it at staggered breaktimes.
- There is a sports field close to the new school building. However, the headteacher intends to continue to use local public sports facilities for the pupils even after a move to the new school, as the pupils have developed a high degree of engagement with the range of sports on offer at these centres.
- The governors have ensured that there are ample toilet and showering facilities and the medical room has a sink and easy access to a toilet. The building is very modern in lots of its design aspects and specifications. For example, there is a blended water system for the whole building that maintains water temperature at a safe and comfortable level.
- School leaders have ensured that all the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

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

*Paragraph 34(1), 34 (1)(a–c)*

- School leaders and governors have a wide range of skills and experience which has ensured that the expansion of the school to this point has been successful. At the last full inspection of the school, leadership and management were judged to be outstanding.
- Governors have scrutinised all plans and documents for the proposed school and minutes of these meetings evidence the application of the governors' experience and signals their ability to deliver the planned expansion.
- School leaders have a thorough school self-evaluation and are using this to inform their medium- and long-term planning. They have described a clear rationale to the requested expansion of the school from 42 pupils to 120 pupils and the raising of the upper age limit to 16.
- School leaders have produced a staffing structure and change management plan that shows how they expect to move from the current position to an expanded school.
- School leaders have ensured that all the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

Schedule 10 of the Equality Act 2010

- The headteacher has developed curriculum resources and additional activities to help pupils understand their world and to foster tolerance and understanding of people with a wide range of interests, beliefs and needs.
- The proprietor has ensured that an accessibility plan is published and this is actively implemented in the school.

## **Compliance with regulatory requirements**

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change.

## School details

Unique reference number	144811
DfE registration number	382/6007
Inspection number	10099066

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Independent school
School status	Independent school
Proprietor	Zakaria Education Dewsbury Ltd
Chair	Rizwan Yusuf
Headteacher	Hafsa Patel
Annual fees (day pupils)	£1,600
Telephone number	07414 800038
Website	<a href="http://www.ridaschools.org.uk">www.ridaschools.org.uk</a>
Email address	<a href="mailto:info@ridaschools.org.uk">info@ridaschools.org.uk</a>
Date of previous standard inspection	6–8 March 2018

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 14	11 to 16	11 to 16
Number of pupils on the school roll	35	120	120

## Pupils

	School's current position	School's proposal
Gender of pupils	Girls	Girls
Number of full-time pupils of compulsory school age	42	120
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	0	0
Of which, number of pupils with an education, health and care plan	0	0
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	0

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	5	12
Number of part-time teaching staff	8	8
Number of staff in the welfare provision	n/a	n/a

## Information about this school

- Rida Girls High School is an independent Muslim day school for girls. The school opened in September 2017 with a registration for eight pupils aged 11 to 13 years.
- The school received its first standard inspection in March 2018.
- The DfE approved a material change in July 2018 to expand the capacity to 42 pupils and raise the upper age limit to 14 years.
- The school is now wishing to increase the overall capacity to 120 pupils, to raise the upper age limit to 16 years and move into new purpose-built premises.
- The school does not use alternative provision.



## Information about this inspection

- One inspector was allocated to this inspection and carried out the following activities:
  - a check of the school buildings against the independent school standards
  - a tour of the school with visits to all classrooms and social areas
  - observations of parts of lessons and of the start of the school day and breaktime
  - routines
  - scrutiny of pupils' work covering all subjects
  - scrutiny of the school's website and documentation checks
  - meetings with staff, the headteacher and governors
  - meetings with pupils.

## Inspection team

Patricia Head, lead inspector

Ofsted Inspector

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