

Hazrat Khadijatul Kubra Girls School

18 Dixon Road, Small Heath, Birmingham, West Midlands B10 0BP

Inspection dates

14–16 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders are continuing to improve provision in the school. They have secured good teaching and outcomes and the curriculum is broad and well planned. They have ensured that the independent school standards are met.
- Governors are committed to improving the school. However, they do not always have the information they need to hold leaders to account effectively.
- Teaching is good overall. It is particularly strong in English and history, where teachers use their good subject knowledge to inspire pupils and consider their needs when they plan.
- Pupils' progress overall is comparable to that of other pupils nationally from similar starting points. Pupils make stronger progress in English and history than they do in mathematics.
- Teachers provide appropriate support for pupils with low prior attainment. This helps them to achieve well in most subjects.
- Teachers do not routinely use assessment information to help them plan, and the most able are not challenged sufficiently and therefore do not achieve as well as their peers nationally with similar starting points.
- The school ethos is harmonious and peaceful. Behaviour is now outstanding. There have been no exclusions so far this year. Attendance is above the national average, and no pupils are persistently absent from school.
- The school's work to promote pupils' understanding of British values and their spiritual, moral, social and cultural development is good. Pupils show respect for people from different faiths and cultures.
- Pupils are well prepared for the next stage of their education. They receive independent and impartial careers advice.
- Leaders do not have an effective system in place to identify pupils with special educational needs and/or disabilities (SEND). Consequently, teachers do not have the information they need to help them plan to meet the needs of pupils with SEND.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Further improve outcomes for pupils by:
 - making certain that all teachers use assessment information effectively and have sufficiently high expectations of the most able pupils so that they are consistently challenged
 - ensuring that robust procedures are in place to enable the early identification of pupils with SEND, so that teachers have the information they need to meet their needs
 - ensuring that all pupils achieve as well as they should in mathematics.
- Improve leadership and management by ensuring that those with responsibility for governance have the information they require to evaluate the work of the school so that they can hold leaders to account effectively.

Inspection judgements

Effectiveness of leadership and management

Good

- The new headteacher took up her post in April 2019. She has evaluated quickly the school's effectiveness and accurately identified the school's strengths and areas that require improvement. Prior to her appointment, the school's self-evaluation and improvement planning processes were not sharp enough. This has been addressed and there is now a clear development plan in place.
- The headteacher has a clear vision for the school, which is shared by governors, staff, parents, carers and pupils. Leaders are united in their commitment to provide a high standard of education, built on Islamic values. Staff are very positive about working in the school. They are well motivated and feel appreciated by leaders.
- The curriculum is well constructed. In key stage 3, pupils study the national curriculum, and in key stage 4, pupils study a range of academic subjects at GCSE level. Leaders have responded to pupils' requests to study art at GCSE by introducing it for the next academic year.
- Leaders have developed the school site and facilities well. They have recently converted a ground-floor classroom into a fully equipped science laboratory.
- Leaders provide pupils with a range of activities beyond the curriculum. These opportunities enhance pupils' learning experience and prepare them for life in modern Britain and the world of work. Pupils recently took part in a workshop organised by a national hardware retailer to construct wooden benches. Pupils are rightly proud of their work. The benches have been installed in the playground and are used by pupils at break and lunchtime.
- Pupils say that they would like more sports and arts clubs after school. Leaders are aware of this and have identified this as an area for future development
- The curriculum provides pupils with the necessary skills, qualifications and experiences they need for the next stage of their education. Leaders ensure that pupils receive independent and impartial careers advice throughout their time at the school. In Year 10, pupils take part in work experience, and at the end of Year 11, pupils move to various post-16 providers in the local area.
- Pupils want to be successful in their careers. However, the most able pupils do not achieve as well as their peers nationally from similar starting points. This is because leaders' and teachers' expectations of them are not high enough. This has the potential to limit their post-16 options and career prospects.
- Teachers are provided with regular training to help improve the quality of teaching. A recent focus has been on ensuring that teachers consider pupils' abilities and needs when they plan. This work is not yet fully embedded and teachers do not plan lessons that challenge the most able sufficiently.
- A very small number of pupils with SEND have been identified. Leaders rely on information provided by primary schools and do not routinely check or test pupils for special educational needs. Leaders acknowledge that the identification of pupils with SEND is an area for development, so that they can be sure that all pupils receive the support they need to access the curriculum.

- Pupils are well prepared for life in modern Britain. Leaders want pupils to leave the school as independent, well-rounded and career-minded individuals. British values are taught throughout the curriculum and are promoted around the school site. Pupils have a very good understanding of democracy, tolerance and respect, and the pupils who spoke to inspectors were keen to express their views on current political issues.
- Leaders promote pupils' spiritual, moral, social and cultural development through the curriculum and during tutor time. Pupils in key stage 3 have recently been learning about inequality and persecution during the Second World War and read the book 'The Boy in the Striped Pyjamas' together. Through their written work and in their discussions, pupils demonstrate empathy, compassion and a strong understanding of the difference between right and wrong.

Governance

- The trustees are the proprietors of the school. They have appointed a management board and have delegated responsibility to this group for monitoring the quality of education.
- Since the school's last inspection, governors have increased their knowledge of the independent school standards and have ensured that they are met in full.
- Governors are committed to making the school successful and want the pupils to flourish. They regularly volunteer their time to decorate and maintain the school building, which is kept immaculately.
- Governors acknowledge that they have the potential to play a greater role in monitoring the work of the school's senior leaders. They appreciate the need to review leaders' self-evaluation documentation and improvement plans with greater rigour. Minutes of their meetings do not show the amount of challenge necessary to hold the school's leaders fully to account. Governors are seeking to appoint an educationalist to join the governing body to increase their capacity in this area.

Safeguarding

- The arrangements for safeguarding are effective.
- A safeguarding policy is available from the school website. The policy refers to the latest statutory guidance and is applied effectively by all staff to keep children safe.
- Leaders ensure that all staff employed to work at the school are suitable to work with children. They conduct appropriate checks and record this information accurately and fully.
- Leaders have a good knowledge of safeguarding. They ensure that they keep up to date with legislation and advice and they refresh their training regularly. Leaders have a good understanding of the local context and the specific safeguarding concerns that arise from it. For example, leaders know that knife crime is an issue in the local area and they seek to ensure that pupils are protected from this risk.
- Leaders provide regular and comprehensive training for staff. All staff have read and indicated that they understand the latest statutory guidance. Staff know the warning signs that may suggest that a child is at risk from harm. They refer concerns quickly to the designated safeguarding lead. The designated safeguarding lead is equally quick to seek early help from the local authority when required.

- Records relating to vulnerable pupils are well maintained. Leaders retain comprehensive notes and ensure that this information is stored confidentially.
- Pupils feel safe in school. They appreciate the high levels of staff supervision at break and lunchtimes and are confident that staff will provide appropriate support and help when they need it.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good overall. It is particularly strong in English, history and Islamic studies. In these subjects, teachers' long-term plans outline how pupils will progress over time and how each unit of work builds on pupils' prior learning. In other subjects, including mathematics, programmes of study are less coherent and pupils have less confidence about what they are learning and why.
- In a range of subjects, including English, history, religious education and Islamic studies, teachers use their strong subject knowledge and enthusiasm for the subjects to engage pupils and ignite a passion for learning. Teachers ask probing questions to check and deepen pupils' understanding. Pupils respond positively and demonstrate excellent attitudes towards learning. Pupils take pride in their work and complete their work to a good standard. Pupils refuse to leave work incomplete and ensure that they catch up on any work they have missed.
- Teachers use various assessment methods to check how well pupils have understood their work. Pupils are encouraged to assess their own work and that of their peers. Pupils find these opportunities helpful and use the feedback they receive to edit and improve their work. Leaders acknowledge that teachers do not always use assessment information as effectively as they could to help them plan subsequent lessons.
- Pupils with low prior attainment are usually provided with additional and appropriate support in lessons. However, the most able are not challenged sufficiently. Typically, teachers underestimate what the most able pupils are capable of and this limits the amount of progress they make.
- Teaching is enhanced by good-quality resources. Interactive whiteboards, worksheets and textbooks are used appropriately and effectively.
- Pupils' literacy and mathematical skills are developed well across the curriculum. Pupils read fluently in lessons and in their own time. Teachers are quick to identify spelling and grammatical mistakes. Pupils respond positively by making corrections and seeking to avoid the same mistakes in the future.
- The very small number of pupils with SEND receive appropriate support in the classroom. However, because there is no system in place for identifying SEND, leaders are uncertain whether all pupils are receiving the support that they need.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- The small size of the school ensures that teachers know pupils very well. Teachers and pupils enjoy excellent relationships, and this helps them to feel safe, secure and valued. There is a culture of vigilance in the school and staff are quick to intervene when they are concerned for a pupils' welfare.
- Staff ensure that pupils are safe in school and that they are equipped with the knowledge to keep themselves safe outside school, including when they are online. Pupils say that they feel extremely safe in school and that school 'feels like a big family'.
- During their time at the school, pupils develop excellent attitudes and apply themselves conscientiously to learning. Their self-confidence, self-esteem and communication skills are well developed. Pupils enjoy debating in class and leading assemblies. The pupils who spoke to inspectors were particularly positive about their involvement in a recent international day. Pupils enjoyed researching the culture of another country and then presenting to the rest of the school.
- Pupils learn about different faiths and cultures and about equality and diversity. Pupils develop their understanding through the curriculum and through the school's links with a local Christian church and Hindu temple. Pupils demonstrate a good understanding and respect for the differences between people.
- Pupils receive appropriate careers advice and information, which ensures that they are well informed about possible future choices. Leaders organise visits and invite professionals in to talk about various careers. Pupils express a range of career aspirations, but because expectations are not always high enough, particularly for the most able, pupils are not supported as well as they could be to achieve them.
- The school has appropriate risk assessments in place to keep pupils safe when in school and when participating in off-site trips.
- Leaders take pupils' physical and emotional well-being seriously. Pupils are well informed about how to sustain a healthy diet and lifestyle. Pupils enjoy, and benefit from, a wide range of off-site trips and activities. Pupils who spoke to inspectors were particularly positive about a recent team-building trip to a local water sports centre. They were also positive about visits to an engineering company and a car manufacturer, where they learned about different career opportunities.
- Although pupils are appreciative of the range of trips and visits on offer during the school day, they would like more opportunities to engage in after-school activities, particularly in sport and art.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' attendance is high. Pupils rarely miss a day of school, and there are no pupils who are persistently absent from school.
- Pupils are punctual to school and to lessons. After break and lunchtime, they move to their lessons swiftly and with purpose. This is because they are eager to learn. Pupils look smart in their uniforms, which they wear with pride.
- Leaders have implemented a rewards and sanctions system. Pupils respond exceptionally well to the rewards and are highly motivated to do the right thing. Sanctions are very rarely used. Since September 2018, leaders have not issued a single detention and there

have been no exclusions from school.

- Pupils treat each other with respect. One pupil who spoke to inspectors said, 'We are taught to appreciate difference. Everyone is an individual and we must respect the choices they make.' As a result of the respectful environment leaders have created, bullying is exceptionally rare. The school's records indicate that there have been no incidents of bullying this academic year.

Outcomes for pupils

Good

- In 2018, pupils' attainment at the end of Year 11 was in line with that of their peers nationally with similar starting points. Pupils' attainment overall has improved year-on-year for the past two years. Outcomes were strongest in English, Islamic studies, history and religious education, and there is a similar picture for the pupils currently in the school.
- In 2018, outcomes in mathematics were not as strong as in other subjects. This was particularly the case for the most able. No pupils achieved above a grade 6 in GCSE mathematics last year, and there are no pupils in the current Year 11 with a target grade in mathematics above a grade 6. The most able are not achieving as well as they should because teachers underestimate what they are capable of and do not set work that challenges them sufficiently.
- Pupils with low prior attainment are making stronger progress across key stages 3 and 4 than they have in the past. This is because teachers ensure that they receive the support they need to help them access their work.
- Pupils make good progress in their Islamic studies, developing a strong knowledge and understanding of Islam. They also develop skills that support learning in other subjects. For example, their study of Urdu and Arabic helps to develop their language skills.
- Pupils gain a wealth of knowledge and skills across the curriculum. In history, they analyse sources confidently. In art, they learn different techniques and apply them creatively, and in English, they write for different audiences. Pupils develop their physical skills in physical education (PE) and their speaking and listening skills in citizenship.
- Pupils are encouraged to read widely and for different purposes in school. There is a school library; however, the choice of books available is limited. Pupils would like the library to be restocked.
- At the end of Year 11, pupils move to a range of post-16 providers. In 2018, over 95% of pupils progressed to further education.

School details

Unique reference number	136123
DfE registration number	330/6170
Inspection number	10092457

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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	Other independent school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	88
Number of part-time pupils	0
Proprietor	Hazrat Khadijatul Kubra Girls
Chair	Mohammed Abdur Rob
Headteacher	Ms Lila Boughedir
Annual fees (day pupils)	£2,200
Telephone number	0121 773 7496
Website	www.hkkgsschool.com
Email address	info@hkkgsschool.com
Date of previous inspection	31 October – 2 November 2017

Information about this school

- Hazrat Khadijatul Kubra Girls School is an independent Islamic school for girls aged 11–16. The school is smaller than the average-sized secondary school. The school is situated in the Small Heath area of Birmingham and serves a wide catchment area.
- Since the monitoring inspection in October 2018, a new headteacher has been appointed. The new headteacher took up her post in April 2019.
- Pupils study the national curriculum at key stage 3 and a range of GCSE courses at key stage 4. Pupils also study Islamic studies.
- There are no pupils on roll who have an education, health and care (EHC) plan. The number of pupils with SEND is very low and significantly below the national average.

There is no reference to outcomes for pupils with SEND in this report, as to do so would risk identifying individual pupils.

- Pupils come from a range of socio-economic backgrounds. The school does not receive any additional funding for disadvantaged pupils.
- The school operates on a single site and does not use alternative provision.

Information about this inspection

- Inspectors visited lessons to observe teaching and learning across a range of subjects in key stage 3 and key stage 4. Most of these observations were undertaken jointly with school leaders.
- Inspectors reviewed pupils' learning over time through scrutiny of work in their books. This activity was undertaken jointly with leaders.
- Inspectors spoke with pupils in key stage 3 and key stage 4 about their experiences at the school.
- Meetings were held with leaders to discuss their evaluation of the school's effectiveness and the impact of their work. Discussions were held with members of staff, including middle leaders and those at an early stage of their teaching career.
- Inspectors met with a group of trustees to discuss the independent school standards and the trustees' role in leading and managing the school.
- Inspectors reviewed a range of documentation, including safeguarding records and procedures, curriculum plans, behaviour records and attendance information.
- There were no responses to the pupils' survey, the staff survey or to Ofsted's online questionnaire for parents, Parent View.

Inspection team

Niall Gallagher, lead inspector

Her Majesty's Inspector

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Ofsted Inspector

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