

Mehria School

23 Westbourne Road, Luton, Bedfordshire LU4 8JD

Inspection dates

10 July 2019

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 3, 3(a), 3(c), 3(d)

- This independent school standard relates to the quality of teaching at the school.
- At the time of the first progress monitoring visit, leaders had changed the assessment system they used. Teachers were not using the information well enough to plan activities or adapt the schemes of work so pupils could make better progress.
- Leaders have continued to improve teaching and there are more opportunities for pupils to make better progress across a range of subjects. They have continued to use and develop their assessment systems to measure the progress pupils make.
- Leaders hold regular meetings with teachers to consider pupils' achievement. Where a pupil is starting to fall behind, they provide additional support or further activities that help them to catch up. Leaders have an accurate understanding of pupils' achievement.
- Teachers use their assessment information to ensure that pupils produce work of a suitable standard for their age. In Year 6, for example, in English, mathematics and science, pupils' books show that pupils are making progress from their starting points.
- Pupils are provided with work across a wide range of subjects. Pupils' books show that in key stage 2, in particular, pupils are studying in line with the expectations of the national curriculum in history, geography, science, art and physical education. The school has chosen published schemes to deliver the curriculum. Teachers use the schemes diligently and pupils make progress over the course of the year.
- Pupils have the opportunity to recite and perform well known works, such as Martin Luther King's speech, 'I have a dream'. Pupils perform confidently and with great enthusiasm.
- In general, pupils present their work well and work hard in lessons. Most pupils listen well to their teachers and respond appropriately to instructions.
- In key stage 1, more can still be done to ensure that pupils learn to form their letters correctly so that they develop an acceptable handwriting style.
- Teachers still need to use assessment information more carefully. This is so that the most able pupils are provided with the challenge that they need to excel, particularly in

mathematics.

- Leaders have ensured that the requirements contained in these paragraphs of the standard are now met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

Paragraph 16, 16(a), 16(b)

- At the time of the previous progress monitoring report, leaders had not ensured that policies and procedures for protecting pupils when using the internet at school were followed well enough.
- Leaders have updated their policies for using the internet appropriately at school. They have trained staff well in the use of the policies. Leaders have installed appropriate filters to help protect pupils and prevent pupils and staff from accessing or seeing unsuitable material.
- Leaders continue to write clear risk assessments for pupils when they participate in school trips or go swimming. Clear internet safety policies are now in place.
- Leaders have an agreement to work with the local authority on reviewing all of their safeguarding policies and procedures. Firm dates are in place for representatives from the local authority safeguarding team to support the school with this work and ensure that school leaders continue to revise and update their safeguarding processes.
- Leaders have ensured that the requirements contained in these paragraphs of the standard are met.

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

Paragraph 18(2), 18(2)(d)

Paragraph 21(3), 21(3)(a)(ii), 21(3)(a)(vi)

- The previous progress monitoring report noted that there were weaknesses in leaders' processes and procedures when recruiting staff. Statutory expectations had not been suitably carried out.
- Leaders have changed their recruitment processes. Recruitment checks are currently in place in line with statutory expectations and have been carried out before a member of staff starts employment.
- Staff induction training is in place, with a range of training activities that focus on promoting the welfare of pupils.
- Leaders have ensured that the requirements contained in these paragraphs of the standard are now met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b)

- This independent school standard was not met at the standard inspection in February 2018 and the first progress monitoring inspection in February 2019. Leaders had failed to ensure that all the independent school standards were consistently met.
- The Department for Education (DfE) requested that leaders provide an action plan to

show how they would meet the unmet standards. The school's action plan submitted to the DfE was deemed not acceptable in May 2019. Nevertheless, leaders continue to improve the work of the school and are ensuring that currently pupils are provided with a better quality of education.

- Minutes of regular staff meetings and of governors' meetings demonstrate that everyone is involved in school improvement. There is a better understanding of the strengths and weaknesses of the school and a commitment to improve further.
- The proprietors are dedicated to the success of the pupils in the community. There is a clear understanding of the roles and responsibilities of leadership. However, most responsibilities still fall to the headteacher and deputy headteacher.
- Governors are receiving accurate information about the performance of the school. They are starting to ask more relevant questions about pupils' achievement. Governors are starting to hold leaders more strongly to account for the performance of the school.
- The information found on the school website continues to be misleading. However, all the required information is available through the school prospectus and the school office. Leaders acknowledge that keeping the website updated has been a challenge.
- Leaders still need to plan more systematically how they will improve the school and consistently meet the independent school standards. They provide time for training of staff, but this aspect of leaders' work is not as well planned and linked to school improvement as it could be.
- The school is growing. More places are required for September 2019. Leaders are applying separately to the DfE to increase their numbers. The school has the space and resources to accommodate the additional numbers they require.
- Leaders have ensured that the requirements contained in these paragraphs of the standard are now met.

Schedule 10 of the Equality Act 2010

- The school meets the requirements of the Equality Act 2010. A suitable accessibility plan is in place.

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 that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards

Part 1. Quality of education provided

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) 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
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of pupils, and ensures that these are taken into account in the planning of lessons.

Part 3. Welfare, health and safety of pupils

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

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

- 18(2) The standard in this paragraph is met if–
 - 18(2)(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment.
- 21(3) The information referred to in this sub-paragraph is–
 - 21(3)(a)(ii) a check was made to establish whether S is barred from regulated activity

relating to children in accordance with section 3(2) of the 2006 Act

- 21(3)(a)(vi) checks were made pursuant to paragraph 18(2)(d).

Part 8. Quality of leadership in and management of schools

- 34(1) 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–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

The school meets the following requirements

The proprietor ensures that the arrangements are made to meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

School details

Unique reference number	134289
DfE registration number	821/6010
Inspection number	10113684

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	Day primary school with a religious ethos
School status	Independent school
Age range of pupils	5 to 11
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	84
Proprietor	Mahboob Khan & Abdul Qazi
Chair	Farqain Shah
Headteacher	Mr Zia Qazi
Annual fees (day pupils)	£1,800
Telephone number	07930 672266
Website	www.mehriaschool.org
Email address	zmqazi@hotmail.com
Date of previous standard inspection	20–22 February 2018

Information about this school

- Mehria School is registered with the DfE as a school with a Muslim ethos for boys and girls. It opened in 2006 and is registered to take a maximum of 90 pupils.
- The school is in a residential neighbourhood of Luton. A mosque and a funeral service are located within the school grounds. Classrooms for learning are in entirely separate buildings from the mosque and the funeral service. The school uses one hall in the mosque building for playtimes, physical education and lunchtime activities.
- No pupils have an education, health and care plan.
- The school aims to 'produce hard-working, well-mannered and well-informed young

Muslims who are able, through their knowledge, skills and good character, to benefit from the opportunities that Allah provides and to go on to be a positive force in society'.

- Since the previous standard inspection, the name of the proprietorial body has been changed. It is no longer Jamia Islamia Ghousia Trust. The individual names of the proprietors are stated above in the school details.
- To date, Ofsted has conducted a pre-registration visit and eight inspections and evaluated four action plans. The details of these are:
 - 30 May 2006, a pre-registration visit was carried out and registration was not recommended
 - 28 March 2007, a standard inspection when the overall effectiveness of the school was judged to be good
 - 9 December 2009, a standard inspection when the overall effectiveness of the school was judged to be good
 - 5 December 2012, a standard inspection when the overall effectiveness was judged to be outstanding
 - 26 January 2016, a standard inspection where the overall effectiveness was judged to be inadequate, with several unmet standards about the suitable recruitment of staff
 - 30 June 2016, an evaluation of an action plan which was judged to require improvement
 - 19 October 2016, a monitoring inspection when independent school standards were not met
 - 23 February 2017, an evaluation of an action plan which was judged as not acceptable
 - 15 May 2017, a monitoring inspection when independent school standards were met
 - 20 February 2018, a standard inspection where the overall effectiveness of the school was judged as requires improvement and independent school standards were not met
 - 7 February 2019, a monitoring inspection when independent school standards were not met
 - 29 May 2019, an evaluation of an action plan which was judged to not be acceptable.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This was the second monitoring inspection since the standard inspection in February 2018, when the school was judged to require improvement.
- The inspection was conducted without notice.
- Inspectors observed pupils' learning across all year groups and spoke informally with them about their learning. Pupils' workbooks were analysed in a range of subjects to assess the quality of teaching and learning since the previous inspection.
- Inspectors held meetings with the headteacher and deputy headteacher. They spoke with staff and one of the proprietors. Inspectors spoke with a representative of the local authority. No governor was available at short notice.
- Inspectors scrutinised a wide range of documents including the school prospectus, school policies, information regarding safeguarding pupils, the single central register of employment checks, and assessment information to determine the progress that has been made since the previous inspection.
- Minutes of governors' meetings, staff meetings, risk assessments and other monitoring documents were scrutinised.

Inspection team

Kim Hall, lead inspector

Her Majesty's Inspector

Julie Winyard

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2019