

Iqra Girls High School

221 Edward Road, Birmingham, West Midlands B12 9LB

Inspection date

18 May 2021

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 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(a)

- At the time of the previous inspection in November 2019, inspectors were unable to gather evidence about some aspects of the quality of education. Therefore, they were unable to determine whether the school's curriculum fully met the requirements of the independent school standards.
- The new proprietor has brought to the school a revised approach to the curriculum. It is set out in a comprehensive policy, supported by schemes of work in each subject. The schemes of work are in line with the breadth and ambition of the national curriculum and take into account the ages, aptitudes and needs of all pupils.
- The content of the schemes of work matches the objectives in the national curriculum programme of study, including for citizenship. All pupils will study the full range of subjects throughout their time at the school.
- The new curriculum has been introduced very recently, so it is in the very early stages of implementation. Nevertheless, the plans now being used by teachers in each subject meet the requirements for the independent school standards in relation to these paragraphs.

Paragraph 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h)

- At the time of the previous inspection, inspectors were unable to ascertain whether there was a suitable personal, social and health education (PSHE) programme in place or whether pupils received appropriate careers guidance. The curriculum now includes a new programme for PSHE. The school's plans for PSHE reflect the school's aims and ethos. If implemented as planned, they will encourage respect for other people and pay particular regard to the protected characteristics set out in the Equality Act 2010.
- Leaders have devised a new careers guidance programme. It includes visits to places of work and visiting speakers representing a wide range of careers. Leaders are determined that the careers programme will help pupils to pursue their interests and make informed

choices. To that end, leaders have consulted pupils about the types of visit and the speakers that they want to hear from.

- As with other policies, the PSHE and careers programmes are very new. Therefore, they are at a very early stage of implementation. However, the school's planned actions and those already taken meet the requirements for the independent school standards in relation to these paragraphs.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(g), 4

- At the time of the previous inspection, inspectors were prevented from reviewing documentation about the quality of education, speaking to pupils or scrutinising their work.
- The new schemes of work are set out in an electronic package. It shows the sequence in which content should be delivered and makes explicit links between the content being learned in one subject and what pupils need to learn in other subjects and in the wider curriculum. For example, plans to read a novel set at the time of the Second World War have been aligned to relevant content taught in history, so that pupils will have the knowledge they need to understand the context in which the novel is set.
- The new proprietor has introduced a consistent approach to planning and structuring lessons. This has helped to establish a baseline of improved quality. Teachers are then free to innovate beyond this while maintaining the essential focus on the knowledge to be learned in each lesson. Pupils say that this approach is much better. It is working well for them. Their comments showed that they feel they are now being directly taught what they need to know, rather than being given a textbook and left to find it out for themselves. Most said that they now believe they are making good progress.
- Most pupils spoken to feel that they are being challenged to do well and are motivated to rise to the challenge. They know that teachers are focusing on making sure that the basics are in place. This is so that pupils have firm foundations of knowledge upon which to build deep understanding in each subject. A small number feel that the focus on the basics has gone on for too long in some subjects and they are ready to move on. They largely attribute this to the fact that they have had several new teachers in a short period of time. They find this frustrating.
- The proprietor has invested in a large quantity of appropriate resources to support the delivery of the curriculum. For example, the science laboratories are now well equipped for pupils to be able to carry out a wide range of practical work.
- Pupils' enjoyment of lessons is reflected in the respectful interaction between them and their teachers and their good behaviour in lessons.
- The curriculum package includes the requirement for teachers to keep a record of pupils' progress through the curriculum. Teachers track what has been delivered and whether pupils are meeting the objectives. Where a pupil is not where they should be, extra help is targeted to help the pupil learn the missing knowledge quickly and catch up with their peers. The ambition is for all pupils, including those with special educational needs and/or disabilities (SEND), to achieve high standards. The new curriculum and its delivery set out a framework for that to happen. Early signs are positive. Time is now needed for these developments to become embedded before the full impact can be seen.

- The proprietor has ensured that the standards for this part are now met.

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

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d)(i), 5(d)(ii), 5(d)(iii)

- At the time of the previous inspection, leaders withheld information from inspectors. Inspectors were prevented from reviewing documentation about spiritual, moral, social and cultural (SMSC) development and from speaking to pupils. Therefore, inspectors were unable to confirm whether the school met the standards in this part.
- The curriculum in each subject, including citizenship, and the plans for PSHE and engagement with organisations in the community set out to actively promote all aspects of pupils' SMSC development.
- Pupils are actively taught about the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Pupils show that they know right from wrong and respect the law. They are taught about how democracy works and the role of government. They put these principles into practice through a range of representative pupil groups, such as the eco council and student council.
- Most pupils spoken to believe that they have a voice in school and that their views are valued and taken into account when decisions are made. They said that the changes in the school brought about since the new proprietor took over have actively contributed to their growing self-confidence and sense of identity.
- Leaders are in the very early stages of introducing the requirement to deliver relationships and sex education (RSE). They have had appropriate regard to the government's statutory guidance on this. For example, they have consulted with parents and carers. They have adopted a curriculum that aims to give pupils the knowledge they need to make informed choices and enter healthy relationships. This programme reflects the school's Islamic ethos. The programme has begun and is being rolled out over the next term.
- Although the implementation of some aspects of the school's work to promote pupils' SMSC development is at an early stage, the proprietor has ensured that the standards for this part are now met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b) and 32(1)(c) (part 6 – provision of information)

- At the time of the previous inspection, all the standards for this part were met. At the request of the Department for Education (DfE), the inspector considered whether the new proprietor has ensured that the standards for safeguarding continue to be met.
- The school's safeguarding policy reflects the most up-to-date statutory guidance. The policy is available on the school's website.

- The designated safeguarding lead demonstrates a commitment to ensuring that the safeguarding of pupils is a high priority. The designated safeguarding lead is supported by suitably trained deputy designated safeguarding leads.
- All new staff receive safeguarding training before they start work at the school. This includes how to report any concerns they have about a pupil's safety or well-being. Staff have also received training on specific elements of safeguarding, such as their responsibilities if they suspect a case of female genital mutilation.
- The school's curriculum provides details about how pupils are supported to develop an awareness of how to keep themselves safe. This includes staying safe both online and offline.
- The proprietor has ensured that the standards for this part continue to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(g)

- At the time of the previous inspection, leaders withheld information from inspectors. As a result, inspectors were prevented from reviewing documentation, speaking to pupils and reviewing pupils' work.
- On this inspection, leaders made all requested evidence available for the inspector to consider. Leaders provided documentation for review, enabled the inspector to visit all areas of the school, to talk to staff and pupils, and to scrutinise pupils' work. As a result, the inspector was able to assess whether the school meets the standards that could not previously be evaluated.
- The proprietor has ensured that the standards for this part are now met.

Part 8. Quality of leadership in and management of schools

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

- At the time of the previous inspection, leaders were not demonstrating the skills and knowledge appropriate to their role or fulfilling their responsibilities effectively to ensure that the independent schools standards were met consistently. Furthermore, leaders did not comply with inspectors' requests for information.
- At the time of the previous inspection, the school was operating outside its registration. Moreover, the board of trustees lacked the knowledge it needed to be able to hold leaders to account effectively.
- Leadership has been significantly strengthened by the change in proprietorship. The proprietor and executive headteacher have a track record of improving schools and a strong understanding of what is needed to meet the independent school standards.
- The proprietor has ensured that accountability at all levels is strong. This, along with the establishment of comprehensive planning and monitoring systems, is driving improvement in the school. Leaders are now fulfilling their responsibilities effectively to ensure that the independent school standards are met consistently.
- The proprietor has ensured that the standards for this part are now met.

The school's proposed change of age range and maximum number of pupils

The school has applied to the DfE to make a material change to its registration. At the DfE's request, inspectors checked whether the school would meet the relevant independent school standards if the DfE were to decide to approve the change. This part of the inspection was carried out under section 162(4) of the Education Act 2002.

- The outcome of this part of the inspection is: **The school is likely to meet the relevant independent school standards if the material change relating to the school's capacity is implemented. The material change to the age range of pupils has already been implemented.**

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b)

- The school proposes to change the age range of pupils from Years 5 to 8 to cater in future for pupils in Years 7 to 11. The curriculum plans are likely to provide well for pupils in these year groups. The curriculum is broad and ambitious.
- These standards are likely to be met if the material change is implemented.

Paragraph 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h), 2(2)(i)

- There is a PSHE and careers programme in place that enables pupils to fulfil their potential and be self-confident, resilient members of society. It is suitable for pupils of the proposed age range.
- These standards are likely to be met if the material change is implemented.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 3(k)

- A structure is in place that is likely to ensure that teaching of the school's curriculum is of sufficient quality to enable pupils in the proposed age range to acquire the knowledge and skills that they need for future success.
- These standards are likely to be met if the material change is implemented.

Paragraph 4

- A structure is in place that provides for pupils' performance to be evaluated by reference to both the school's own aims and national norms. The school's curriculum plans reflect the national curriculum for key stage 3 and GCSE requirements for key stage 4. Assessment is integral to the delivery of the curriculum.
- These standards are likely to be met if the material change is implemented.

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d)(i), 5(d)(ii), 5(d)(iii)

- The curriculum in each subject, including citizenship, along with the plans for PSHE and engagement with organisations in the community, set out to actively promote all aspects of pupils' SMSC development. This includes self-knowledge, the fundamental British values, respect for the protected characteristics, and understanding and respect for cultural differences. Plans for age-appropriate RSE are in place and in the early stages of being implemented.
- These standards are likely to be met if the material change is implemented.

Paragraph 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 23(2), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b), 29(2), 31, 31(a), 31(b), 31(c)

- The school proposes to increase the maximum number of pupils from 100 to 150. The existing premises and accommodation would be suitable for the proposed number of pupils, provided that access to the outdoor space is managed so that it does not become overcrowded.
- These standards are likely to be met if the material change is implemented.

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

- The proprietor has liaised closely with the DfE about the terms of the school's registration. Leaders have ensured that the education provided to all pupils, including those beyond the age for which the school is currently registered, meets the independent school standards.
- Arrangements to safeguard pupils are suitable for the proposed new age range.
- The new leadership of the school demonstrates the knowledge and skills to ensure that the independent school standards are met consistently.
- These standards are likely to be met if the material change is implemented.

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

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan
 - 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(d) personal, social, health and economic education which
 - 2(2)(d)(i) reflects the school's aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress;
- 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(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;

- 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 the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(g) demonstrates that a framework is in place to assess pupils’ work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school’s own aims as provided to parents or national norms, or to both, is in place.

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–
- 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
 - 5(b) ensures that principles are actively promoted which–
 - 5(b)(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - 5(b)(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
 - 5(b)(vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
 - 5(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
 - 5(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils–
 - 5(d)(i) while they are in attendance at the school,

- 5(d)(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or
- 5(d)(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere,
- they are offered a balanced presentation of opposing views.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
 - 32(1)(g) any information reasonably requested in connection with an inspection under section 109 of the 2008 Act which is required for the purposes of the inspection is provided to the body conducting the inspection and that body is given access to the school's admission and attendance registers;

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

School details

Unique reference number	145186
DfE registration number	330/6035
Inspection number	10192936

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 status	Independent school
Age range of pupils	9 to 12
Gender of pupils	Girls
Number of pupils on the school roll	30
Number of part-time pupils	0
Proprietor	IQ Inc. Ltd.
Chair	Mr Yasir Patel
Headteacher	Mrs Hafsa Patel
Annual fees (day pupils)	£2,000
Telephone number	0121 293 9103
Website	www.iqraghs.org.uk
Email address	admin@iqraghs.org.uk
Date of previous standard inspection	26–28 November 2019

Information about this school

- The previous standard inspection was from 26 to 28 November 2019.
- The school does not use alternative provision.
- The school has an Islamic ethos.

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.
- The school has applied to the DfE to make a material change to its registration. At the DfE's request, the inspector checked whether the school would meet the relevant independent school standards if the DfE were to decide to approve the change. This part of the inspection was carried out under section 162(4) of the Education Act 2002. At its previous standard inspection in November 2019, inspectors judged that the school did not comply with some of the independent school standards.
- This was the first progress monitoring inspection of the school.
- Following the standard inspection in November 2019, the DfE required the school to prepare a statutory action plan. This plan was evaluated by Ofsted on 23 March 2020 and subsequently rejected by the DfE.
- This inspection was conducted without notice.
- The inspector met with the proprietor, the executive headteacher, the joint heads of school and the deputy headteacher to discuss the actions taken to ensure that the school meets the independent school standards. Discussions were held with a group of teachers. The inspector met with pupils from each year group. In total, three quarters of pupils spoke with the inspector. The inspector scrutinised a range of documents relating to curriculum planning and assessment, careers guidance, PSHE including RSE, and safeguarding.

Inspection team

Sandy Hayes, lead inspector

Her Majesty's Inspector

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