

Inspection of New Horizon Community School

Newton Hill House, Newton Hill Road, Leeds, West Yorkshire LS7 4JE

Inspection dates: 29 June–1 July 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Pupils feel safe and are happy in this small school. They are polite, well-mannered and courteous. Visitors receive a warm welcome. Pupils describe the school as being 'like a family'. Staff put pupils' welfare at the heart of what they do. There is a nurturing and caring ethos. This helps pupils develop positive relationships. Pupils are adamant that bullying does not happen. They are confident that staff will deal with any worries they may have.

This school provides a distinctive faith-based education. Pupils study a broad range of academic subjects, including learning about the Islamic faith. Leaders have high expectations of pupils' achievement. However, some staff do not have the expertise to teach their subjects consistently well, including reading. This means that some pupils do not achieve well as they should in some subjects.

Pupils are taught what it means to be a good citizen. They speak excitedly about litter picking at a local park. Pupils know the importance of tolerance and respect for others' views. Visits to places of worship help them to understand about other faiths and beliefs.

The school is calm and orderly. Pupils behave well. They enjoy the rewards they receive. During lessons, pupils listen attentively and take pride in their work.

What does the school do well and what does it need to do better?

Since the previous inspection, senior leaders have worked successfully to improve aspects of the school's work. As a result, the independent school standards are now fully met. Leaders are beginning to improve the school's curriculum. However, the quality of education that pupils receive is not yet good.

Recently, leaders have reviewed the school's curriculum. This has been successful in mathematics and history. In these subjects, leaders have sequenced key subject knowledge in the curriculum logically. This helps teachers to build on what pupils have learned before. As a result, pupils know and remember more in history and mathematics.

However, in a few subjects, such as computing and personal, social, health and economic (PSHE) education, leaders have not developed a sufficiently ambitious curriculum. Additionally, there are inconsistencies in how well teachers deliver the school's curriculum. Some teachers do not have strong enough subject knowledge of the subjects they teach. Leaders have provided some subject-specific training for staff. Even so, more training is needed.

Pupils enjoy using the school library to borrow books. Older pupils speak confidently about their favourite books and authors. Recently, leaders have introduced support for some pupils who are not reading at an age-appropriate level. However, some

staff lack the necessary expertise to support pupils with weaker reading skills. This means that some pupils are not catching up quickly and do not read with fluency.

Pupils have a good understanding of British values. They speak enthusiastically about democracy and the work of the student council. There is a variety of enrichment activities. Pupils take part in visits to local theatres, museums and sporting activities. They appreciate visits to The Royal Armouries and Leeds Art Gallery.

Pupils benefit from a well-planned careers programme. This helps to prepare them for their next stage in education, employment or training. At the end of Year 11, almost all pupils continue with their education elsewhere.

Pupils behave well. They listen to staff and follow instructions immediately. Outside of lessons, pupils socialise and play well together. They are respectful towards each other.

Staff morale is high. Staff are proud to work at the school. Leaders are mindful of staff well-being. Staff say that their workload is manageable. If they feel that workload is becoming too much, they know that they can approach leaders for support.

The proprietor ensures that the school complies with schedule 10 of the Equalities Act 2010. Leaders, including the governing body and proprietor, have ensured that the school meets all of the independent school standards. Governors are supportive of school leaders and value their vision. However, they do not check the work of school leaders effectively. They do not hold leaders to account rigorously enough for the quality of education that pupils receive.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding records, including risk assessments, are in place. Leaders ensure that all relevant recruitment checks are carried out. The safeguarding policy is up to date and is available on the school's website. Staff receive up-to-date safeguarding training. They are aware of the reporting procedures if they are concerned about a pupil's welfare or safety. Staff understand the potential risks that pupils may face in the local community. Leaders work with the local police to provide workshops for pupils and staff. Pupils receive helpful guidance on steps they can take to keep safe, including when using the internet.

What does the school need to do to improve?

(Information for the school and proprietor)

- Governors do not hold school leaders to account effectively. As a result, they have not challenged leaders well enough to improve the quality of education that pupils

receive. Governors must ensure that they have the appropriate training, knowledge and skills to hold school leaders to account.

- In a few subjects, curriculum plans are not well-sequenced or have not been implemented effectively. This means that pupils do not learn as well as they should in some subjects. Leaders should ensure that plans make clear the substantial and disciplinary knowledge that they want pupils to know and remember, over time, in each subject. Leaders should check that curriculum plans are being implemented effectively.
- Some teachers do not have sufficiently detailed subject knowledge to support pupils to progress through the curriculum. As a result, some pupils do not achieve as well as they should in some subjects. Leaders should ensure that teachers receive the necessary subject-specific training so that they can teach their subject effectively.
- Some staff do not have the expertise they need to support the weakest readers across the curriculum. Some pupils do not read with sufficient fluency and confidence. This hinders their access to the school's full curriculum. Leaders should ensure that staff are well trained to support the weakest readers to catch up quickly.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	130274
DfE registration number	383/6119
Local authority	Leeds
Inspection number	10192272
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	16
Number of part-time pupils	0
Proprietor	Parvis Hussain
Chair	Shazad Ilyas
Headteacher	Mohammed Sheikh
Annual fees (day pupils)	£1,950
Telephone number	0113 262 4001
Website	www.newhorizonschool.co.uk
Email address	info@newhorizonschool.co.uk
Dates of previous inspection	8–10 January 2019

Information about this school

- New Horizon Community School is an independent Muslim day school for girls aged between 11 and 16. The school has an Islamic character.
- The previous full standard inspection took place in July 2019 and the school's overall effectiveness was judged to be inadequate. There was a progress monitoring inspection in September 2020. At the time, several standards were unable to be inspected because of the COVID-19 pandemic. They remained unmet.
- The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent Schools Standards) Regulations 2014.
- The school is registered to admit up to 100 pupils.
- There are no pupils with special education needs and/or disabilities.
- The school does not use any alternative provision.
- Since the previous inspection, a new headteacher has been appointed.

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- The lead inspector made checks on the premises and reviewed a range of school documentation to check the school's compliance with the independent school standards. These documents related to the planned curriculum and pupils' welfare and safeguarding. Checks on documents relating to staff recruitment, pupils' behaviour and the safety of the building were made.
- Inspectors met with the headteacher, deputy headteacher, middle leaders, teachers, support staff, proprietor and governors. Inspectors spoke to pupils about their experience of school and parents at the start of the school day.
- Inspectors conducted deep dives in English, mathematics, history and PSHE education. In these subjects, inspectors visited lessons and looked at pupils' books. Members of the inspection team spoke to subject leaders, teachers and pupils. Additional curriculum plans were reviewed for other subjects.

- Inspectors looked closely at the school’s safeguarding and child protection policy and procedures, minutes of meetings of the governing body, records of behaviour and attendance and other information provided by school leaders.
- There were no responses to Ofsted’s online questionnaire, Parent View, and no responses to the staff’s or pupils’ questionnaires.

Inspection team

Jean Watt, lead inspector

Her Majesty’s Inspector

Michael Reeves

Her Majesty’s Inspector

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