

# Inspection of Rida Boys High School

2 Chapel Street, Dewsbury, West Yorkshire WF12 9NQ

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Inspection dates: 16 to 18 April 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

Does the school meet the independent school standards? **Yes**

## **What is it like to attend this school?**

The school has established a positive culture in which pupils can flourish. It knows the pupils well and invests in their personal development. The school seeks to instil in pupils the confidence, resilience and independence they need for future success. It also develops pupils' respect for others.

The school has high expectations for what pupils can achieve. This is reflected in the school's academic curriculum. Furthermore, the school raises pupils' aspirations about their future careers. It wants pupils to become leaders in society, to play significant roles in their community and beyond. Pupils respond well to the school's ambitions for them. They show positive attitudes to their learning.

Pupils meet the high standards of behaviour the school expects. This is a calm and orderly school. Pupils conduct themselves in a polite and considerate manner. They have high levels of attendance and punctuality. As they move through the school, pupils take increasing responsibility for their own behaviour.

Pupils benefit from a high-quality personal development programme. They develop a deep understanding of their own faith and spirituality through prayer and reflection. They learn about other faiths and take part in charity and community work.

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

The school has established an ambitious curriculum. The breadth of the curriculum is enhanced through timetabled enrichment sessions. These sessions provide pupils with experience of subjects such as design and technology and the creative arts. At key stage 4, pupils study an academic curriculum that includes English, mathematics, separate sciences, and history. This prepares pupils well for their next steps in education or training.

The school's curriculum is well-sequenced. It is also designed so that pupils revisit what they have learned before. This helps pupils to secure and build their knowledge and skills in a progressive manner.

Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. Sometimes, they complete different work to their peers. This helps these pupils to secure the foundational knowledge that they need. The school identifies the needs of pupils well. It provides them with the additional help they need to achieve. This enables pupils with SEND to achieve well from their individual starting points.

On joining the school, pupils take reading tests. The school uses these assessments to inform the development of pupils' reading skills. Those pupils who need extra support with reading get it. This helps them to develop their reading fluency and comprehension. In English lessons, pupils read texts that introduce them to new and ambitious vocabulary. This contributes to pupils' achievement across the curriculum.

Teachers have a secure subject knowledge. In most subjects, they teach pupils using effective and well-chosen teaching strategies. In mathematics, effective teaching helps pupils to develop a deep mathematical knowledge. Pupils apply that knowledge well to solve mathematical problems. Teachers also check pupils' understanding of new learning. Sometimes, this could be more systematic to ensure that pupils have secured the knowledge they need.

Pupils behave well. The school does not tolerate poor behaviour, including low-level disruption in lessons. It focuses on praising and rewarding pupils for doing the right thing. Pupils work hard in lessons and focus on their work.

The school has implemented the statutory guidance on relationships and sex education (RSE). It consults with parents about RSE curriculum content. This ensures that pupils receive age appropriate RSE that is sensitive to pupils' religious and cultural beliefs. RSE is part of the school's personal, social, health and economic (PSHE) curriculum. The school has designed a rich and deep PSHE curriculum. Pupils learn about equality and diversity and about the importance of physical and mental health. They are taught how to keep themselves safe, including online. The curriculum is expertly taught. It makes a significant contribution to pupils' personal development. Indeed, the way in which the school develops pupils' character and prepares pupils for life in modern Britain is exceptional.

Pupils receive appropriate careers information, education and guidance. When pupils join the school, they have meetings with staff about their aspirations and potential career goals. As they move through the school, they have regular careers education sessions. In Year 10, they meet with a careers adviser and attend work experience placements. This helps pupils to make informed decisions about their future careers. Pupils also have some opportunities to develop their talents and interests. There are some educational visits and a limited range of clubs and extra-curricular activities.

The school has an ambitious vision to transform pupils' lives. It engages with parents and carers and involves them in the life of the school. The school ensures that staff workload is manageable and prioritises staff well-being. Staff value this. They enjoy working at the school. The proprietor body and governors play a significant role in developing the school. They carry out their role and responsibilities with appropriate rigour and considerable commitment.

The school meets all the independent school standards and fulfils the requirements of schedule 10 of the Equality Act 2010. The actions taken to address the concerns identified at the previous standard inspection in September 2022 show that the proprietor body has both the capability and capacity necessary to meet the independent school standards.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve? (Information for the school and proprietor)**

- In some lessons, teachers do not check pupils' understanding with sufficient rigour. This means that some pupils do not secure the essential knowledge they need before teachers either require pupils to apply that knowledge or move on to new learning. The school should ensure that it provides teachers with the training and development in pedagogy and pedagogical content knowledge they need to secure and extend pupils' substantive and disciplinary subject knowledge.
- The school provides pupils with a limited range of extra-curricular activities. Levels of pupils' participation in these activities are not high. This means that several pupils are not enjoying the opportunity to develop new or existing talents and interests. The school should broaden its extra-curricular programme so that it provides pupils with a diverse offer of clubs and activities that motivates pupils to develop and extend their talents and interests.

## **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 information from Ofsted Parent View 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.

## School details

<b>Unique reference number</b>	147171
<b>DfE registration number</b>	382/6014
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10321506
<b>Type of school</b>	Other Independent School
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	65
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Paradise Rida School Trust
<b>Chair</b>	Yasir Patel
<b>Headteacher</b>	Zubair Patel
<b>Annual fees (day pupils)</b>	£2,700
<b>Telephone number</b>	07308 130978
<b>Website</b>	<a href="http://www.rbhs.org.uk">www.rbhs.org.uk</a>
<b>Email address</b>	<a href="mailto:info@rbhs.org.uk">info@rbhs.org.uk</a>
<b>Date of previous inspection</b>	28 to 30 September 2022

## Information about this school

- Since the school's previous standard inspection, the school's registration agreement has been changed. The school is now registered to provide education for 90 pupils in the 11 to 16 age range. At the time of its last standard inspection, the school was registered to provide education for 42 pupils in the 11 to 14 age range.
- Since the school's previous standard inspection, the school has received a progress monitoring and material change inspection. This inspection took place on 19 May 2023.
- The school uses no alternative provision.
- The school has an Islamic religious ethos.
- At the time of this inspection, some of the school's details on the Get Information About Schools section of the government's website were inaccurate. At the time of this inspection, there were 65 pupils on the school roll. There was one pupil on the school roll with an education, health and care (EHC) plan.

## Information about this inspection

Inspectors 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.

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, the chair of the proprietor body, the chair of governing body, and members of both the proprietor body and the governing body.
- Inspectors carried out deep dives in these subjects: English, mathematics, computing, and personal, social and health education. For each deep dive inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to pupils about their learning in science.
- Inspectors met with the school's designated safeguarding lead and members of the school's safeguarding team. They looked at safeguarding documentation and

record keeping, including the single central record. Inspectors also spoke with staff and pupils about safeguarding.

- Inspectors toured the school site and scrutinised a wide range of documentary evidence to check on the statutory requirements of the independent school standards.
- Inspectors considered responses to Ofsted’s surveys for pupils and staff. They also considered responses to Parent View, Ofsted’s online survey for parents.

### **Inspection team**

Ian Rawstorne, lead inspector

His Majesty’s Inspector

Kate Rowley

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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