

Ayesha Siddiqa Girls School

165–169 The Broadway, Southall, London, UB1 1LS

Inspection dates 26 February 2016

Overall outcome **Unmet independent school standards identified**

Reason for the inspection

- The inspection was commissioned by the Department for Education following various concerns raised in pupils' point-in-time surveys including those about leadership and management, safeguarding and the premises.
- The inspector was asked to report against regulations contained within Parts 1, 2, 3, 5 and 8 of the independent school standards.
- The inspection was conducted without notice.
- The school's last inspection was in February 2014 when its overall effectiveness was judged to be good.
- The inspector spoke to pupils, conducted a tour of the premises, met with governors, the headteacher and the designated safeguarding lead, conducted joint observations of teaching and scrutinised a wide range of documentation.

Main findings

- Leaders do not know the independent school standards. They do not demonstrate the skills or knowledge required to ensure that the standards are consistently met in order to run an effective and safe school.
- Arrangements for safeguarding are inadequate. The school's policy is out of date and does not take account of statutory guidance issued by the Secretary of State. A revised policy, the draft of which still does not reflect the latest *Keeping Children Safe in Education, July 2015* guidance, has yet to be agreed by governors and published on the school's website. The designated safeguarding leads, including the headteacher, did not know who the local authority designated officer (LADO) is, nor have an understanding of their role. Leaders did not know about their duty to refer a person deemed unsuitable to work with children to the Disclosure and Barring Service. Safeguarding training for staff and leaders meets requirements and the recently appointed designated safeguarding lead shows promise in beginning to implement clear, reliable safeguarding procedures. However, this is in its early stages and pupils are not currently safe from harm.
- Health, safety and security in the school are inadequate. Building works to the mosque are ongoing and as leaders know that the shared access arrangements are problematic, there are plans to build the school its own separate entrance in the future.
- Windows open far too widely, presenting an obvious safety risk to pupils as the school is located on the second and third floors. These windows are also to blame for incoming pigeons, which have nested in the ceiling of the hall until recently. On the day of the inspection, a pigeon again entered the school hall. This scares some pupils and presents an obvious hygiene concern. The general problem with mice, rats and pigeons has improved recently but continues and is described by staff and pupils as something they have become accustomed to. The school, being situated between restaurants on a busy city street, claims that mice and rats are inevitable because of their location.

- Showers and changing facilities are not accessible to pupils as they are used as a storeroom. The medical room is also not available to pupils, as it is used as a stationery cupboard and general storage area. Toilets for the younger pupils are unclean. Suitable drinking water is not provided as water machines are empty or broken. Drinking water taps are not marked as such.
- The school environment, including the majority of wall displays celebrating pupils' work, is generally shabby and appears uncared for.
- Observation of behaviour and scrutiny of incident logs suggest that behaviour is generally satisfactory in the school. However, teachers do not consistently implement the school's policy and some staff continue to use disproportionate and ineffectual punishments, such as making pupils write 'lines'. Leaders are aware of this but have not sufficiently addressed it.
- Pupils were absolutely clear that bullying is not a problem in the school. The regulation relating to anti-bullying is met because the policy is fit for purpose and bullying logs show that incidents are rare and effectively dealt with.
- The school's arrangements for fire safety and first aid meet the regulations. The school has appropriate risk assessments in place for the range of school activities, including the use of local parks for physical education and recreational activity.
- The curriculum is appropriately broad and balanced, and is closely aligned with the National Curriculum. Personal, social, health and economic education, and particularly, integrated work on fundamental British values and spiritual, moral, social and cultural development, is strong. Coordination of accurate, up-to-date and impartial careers guidance is also a strength of the school. Assessment systems and the measurement of progress continue to be based on National Curriculum levels at Key Stage 3, and GCSE grades at Key Stage 4, and are currently under review.
- Classroom resources for computing are inadequate. There is one computer room with computers that pupils say barely function, cannot save their work and are too slow to use for learning. This means that, for those who have them, pupils have to bring their own laptops to school to work on.
- The spiritual, moral, social and cultural development of pupils is strong. An effective leader with responsibility for personal, social, health and economic education (PSHE) and careers guidance, has ensured that personal development links are an integrated aspect of the majority of lessons and an increasingly integrated part of all schemes of work. All pupils spoken to were positive about their PSHE lessons, clear about the spiritual, moral, social and cultural links, and particularly positive about the work experience programme and the associated visiting speakers. For example, medical students had visited very recently to talk about their career paths. Pupils also have the opportunity to attend a three-week university experience during their summer holidays. Pupils were proud to tell the inspector they were librarians or school councillors. The leader responsible for PSHE was clear that topics are not avoided because of the religious nature of the school. For example, work on the protected characteristics, different faiths, beliefs and cultures, sexuality, forced marriage and radicalisation, is included as part of the curriculum.
- The inspector checked the single central register of vetting checks and a selection of staff files. There are multiple inadequacies including failure to undertake, and having no knowledge of, prohibition from teaching checks. Overseas checks have not been completed for staff who need them and the purpose of these checks was also misunderstood by leaders. The uptake of references is sporadic and some staff files contain brief, open testimonials rather than references that comment on the staff member's suitability for working with children. An appropriate reference form has been introduced this year. There are gaps on the single central register and information does not consistently tally with the contents of staff files, which are disorganised.

Compliance with regulatory requirements

The school must take action to meet The Education (Independent School Standards) Regulations 2014 and associated requirements

- Ensure that teaching in the school utilises effectively, classroom resources of a good quality, quantity and range (paragraphs 3, 3(f)).
- Ensure that teaching at the school utilises effective strategies for managing behaviour and encouraging pupils to act responsibly (paragraph 3(h)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that these arrangements have regard to guidance issued by the Secretary of State (paragraphs 7, 7(a), 7(b)).
- Ensure that the written behaviour policy, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour, and that it is implemented effectively (paragraphs 9, 9(b)).
- Ensure that relevant health and safety laws are complied with by the effective implementation of the written health and safety policy (paragraph 11).
- Ensure that all the required checks to ensure the suitability of staff members to work with children are carried out, including prohibition checks and overseas checks (paragraphs 18(2), 18(2)(b), 18(2)(e)).
- Ensure that the single central register of vetting checks contains the information about all the checks that are required to check that staff members are suitable to work with children (paragraphs 21(1), 21(3), 21(3)(a)(iii), 21(3)(a)(viii), 21(3)(b), 21(4)).
- Ensure that suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education (paragraphs 23(1), 23(1)(c)).
- Ensure that suitable accommodation is provided in order to cater for the medical needs of pupils (paragraphs 24(1), 24(1)(a), 24(1)(b)).
- Ensure that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (paragraph 25).
- Ensure that suitable drinking water facilities are provided and cold water supplies that are suitable for drinking are clearly marked as such (paragraphs 28(1), 28(1)(a), 28(1)(c)).
- Ensure that particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website (paragraphs 32(1), 32(1)(c)).
- Ensure that those with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; that they fulfil their responsibilities effectively so that the independent school standards are met consistently; and that they actively promote the well-being of pupils (paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)).

Inspection team

James Waite, Lead Inspector

Ofsted Inspector

Information about this school

- Ayesha Siddiqa Girls School is an independent secondary school for Muslim girls. The school opened in April 2007 and is registered to admit up to 220 pupils between the ages of 11 and 19. There are currently 84 pupils on roll.
- The school is situated in the centre of Southall, in the London Borough of Ealing, occupying the second and third floors of an Islamic centre.
- The proprietors run the school as a charitable trust with a governing body and aim to provide an education for its pupils that conforms to the National Curriculum and incorporates religious teachings according to Islam.
- The school's last inspection was in February 2014 when its overall effectiveness was judged to be good.

School details

Unique reference number	135155
Inspection number	10011586
DfE registration number	307/6338

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.

Type of school	Muslim day school for girls
School status	Independent school
Age range of pupils	11–19 years
Gender of pupils	Girls
Number of pupils on the school roll	84
Proprietor	Islamic Recreational and Educational Institute
Chair	Mr Mohamed Asgar
Headteacher	Mrs F R Liyawdeen
Date of previous school inspection	11–13 February 2014
Annual fees (day pupils)	£2,250–£3,250
Telephone number	0208 867 9284
Fax number	0208 571 0241
Email address	info@ayeshasiddiqa.org.uk

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.



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, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, 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 4234, 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

Interested in our work? You can subscribe to our website for news, information and updates at <https://reports.ofsted.gov.uk/user>.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2016