

# M A Boys School

Greenhill Centre, Florence Street, Bradford BD3 8EX

## Inspection dates

17–19 May 2016

## Overall effectiveness

**Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The proprietor, supported well by senior leaders, communicates his vision for the school with clarity. He is ambitious for pupils to acquire all the personal skills, attributes and achievements they need to move forward successfully to the next stages of their education and training.
- Staff are highly motivated, work hard to ensure pupils' well-being and help pupils learn well. As a result, the school is improving.
- The proprietor and staff model their values and high expectations for pupils. Pupils respond positively and behave well in lessons and in social time. Almost always, they apply themselves well and are committed to their learning.
- The school's work to safeguard pupils and keep them safe is a strength. Well-informed and trained, staff are vigilant for signs of abuse or neglect. Pupils learn about a variety of risks to their health and well-being and are helped to learn how to deal with them.
- Leaders check the quality of teaching carefully and work with staff to improve provision step by step. As a consequence, almost all pupils make good progress across a range of subjects.
- Teachers' strong subject expertise and good knowledge of their pupils help them plan learning that engages pupils and develops their self-confidence effectively.
- The school's work to support pupils' personal development is well thought through and delivered through a range of subjects. It is complemented by the prayer life of the school, which underpins the positive ethos that characterises day-to-day life.
- Pupils enjoy their learning and demonstrate good knowledge of their society. They show themselves to be respectful and tolerant of others with different backgrounds and lifestyles. They are well prepared for life in modern Britain.

### It is not yet an outstanding school because

- A small number of pupils do not attend school regularly enough.
- The lack of specialist teaching in English in Year 10 is slowing the pace of pupils' progress.
- Teachers do not make consistently good use of opportunities during lessons to adjust learning so that all pupils are stretched to make faster progress.

### 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.

## Full report

### What does the school need to do to improve further?

- Improve the quality of leadership and management by sharpening the use of information they gather about absence to improve attendance for a small group of pupils.
- Improve the quality of teaching, by:
  - developing teachers' skills in using responses to questions to re-shape lessons and provide additional challenge to maximise the progress that pupils' make
  - ensuring that the teaching in English throughout key stage 4 is of the same high quality as in key stage 3 and other subjects.

## Inspection judgements

### Effectiveness of leadership and management is good

- The proprietors' well-developed vision, to ensure good opportunities for pupils' personal development and achievement in a safe environment, is reflected in the day-to-day actions of staff. Staff care well for pupils and deliver lessons that enable them to make good progress and achieve well. As a result, staff are highly motivated and their pupils flourish.
- The proprietor and senior leaders have a clear understanding of the strengths and weaker areas of the school. Leaders model their values of respect for and tolerance of others and have high expectations of pupils and staff alike. As a consequence, pupils and staff show respect for each other and relationships are positive. Together, these support the progress that pupils make and contribute effectively to their personal development.
- The school keeps detailed records of attendance and absence and a sharp eye out for any child who might go missing from education. However, leaders do not make the best possible use of attendance data. As a result, the lower levels of attendance for a small number of pupils are not tackled with the rigour that is needed to bring about change.
- Leaders make effective use of the information they gather on the quality of teaching, as part of performance reviews. They use their findings to challenge and support staff to improve and develop their practices. As a result, staff value the feedback that they receive as well as their professional development.
- Leaders are keenly aware of the difficulties they have faced recently in recruiting a specialist teacher for English. They have put in place interim arrangements to sustain pupils' progress and secure improved attainment. The school is currently in the process of appointing a new member of staff.
- Leaders maintain a sharp focus on the achievement of pupils, whatever their starting points. Their strong vision for equality of opportunity for all is effective. They are determined that, whatever the social and economic challenges they face, disadvantaged pupils should make the same good progress as others.
- The curriculum is well thought-through. Pupils learn across a range of subjects that provide good opportunities to acquire knowledge, skills and understanding that support pupils' progress well. In 2015, no pupils left without clear routes into further education and training.
- The academic curriculum is enriched through a well-planned citizenship and personal health and social education programme. Leaders and staff do not tolerate any form of discrimination. The spiritual, moral, cultural and social development of pupils is sustained through the prayer life of the school and well-chosen opportunities to consider important social issues in a number of different subjects. As a result, pupils have a well-developed sense of worth and their place as young Muslims in modern, British society. They know their responsibilities and are ambitious for their own futures, and to make a contribution to their community and wider society.
- The proprietor ensures that all the independent school standards are met. The unmet standards identified at the previous monitoring inspection have been addressed successfully.
- **The governance of the school:**
  - The proprietor makes sure that all the health and safety requirements and checks are carried out to ensure the safety of pupils. These include, for example, fire risk assessments, maintenance of the fire alarm system and fire extinguishers and arrangements for first-aid training. There are regular evacuation drills to ensure that pupils and staff know what to do if there is an emergency. The site is kept clean and is maintained well to keep pupils safe.
  - The proprietor ensures that school policies meet the independent school standards and underpin the school's aims and ambitions. For example, the effective behaviour management policy not only makes expectations clear but engages pupils in understanding right and wrong, thus helping them to manage their own behaviours well.
  - The proprietor keeps a sharp eye on the pupils' achievement and ensures additional targeted learning opportunities are made available to support any pupil at risk of underachieving.
  - Teachers' performance is reviewed throughout the year and annually and is used to focus further development of their skills. However, performance is not related to pay awards.
- The arrangements for safeguarding are effective.
- The proprietor ensures that the school's safeguarding policy is up to date and that the designated safeguarding lead is well trained and informed.
- All staff have good opportunities to learn about the signs of neglect and abuse. The school benefits from the additional experience and insight that the designated safeguarding lead brings to the school from his work with the Local Children's Safeguarding Board. As a result, staff are vigilant and know what to do if

they have a concern. The school carries out all the required checks to make sure that only suitable adults work with pupils, including where volunteers support visits or other activities.

- The proprietor ensures that staff are aware of current safeguarding issues such as radicalisation and extremism and the dangers of child sexual exploitation by directing them towards appropriate training. Staff discuss such dangers, including safe use of the internet, with pupils so that they know how to keep themselves safe. Pupils demonstrate a mature response to their learning about risks and know they can talk with staff about any issues, and rely on them to take appropriate actions if needed.

## Quality of teaching, learning and assessment **is good**

- Teachers use their good subject knowledge to plan lessons that engage pupils and challenge them to acquire knowledge and skills and to develop their understanding. As a result, almost always, pupils remain focused on their work and apply themselves well.
- Teachers model and reflect the vision of school leaders in their everyday work with pupils. They have high expectations of how pupils should conduct themselves in lessons and encourage them to apply themselves to their learning. Pupils do so willingly almost always. They respond positively to any reminders that are needed about conduct, on the rare occasion when their interest or application wanes.
- Teachers choose a range of materials that are matched well to pupils' needs and their current achievement. Teachers know their pupils well and target learning that enables them to make consistently good progress across a range of subjects and over time.
- A sample of pupils' books across key stages 3 and 4, and across a range of subjects, demonstrated that pupils are successfully supported in getting to grips with subject knowledge and concepts that stand them in good stead for a higher level of attainment in examinations at the end of Year 11. From the outset, teachers introduce pupils to content and question styles that accustom them to the increasing rigours of GCSE level work. As a result, pupils develop the confidence to tackle more and more demanding work and almost always show perseverance in completing their tasks.
- Teachers are adept at asking questions to check pupils' understanding. They are quick to spot when pupils have misunderstood and give them time to think through and improve their responses by providing additional explanation to correct their learning. This helps prevent pupils from falling behind and secures learning of essential skills and knowledge.
- However, questioning is not used consistently to identify when pupils have understood well and are ready to move on more quickly. Teachers occasionally miss opportunities to ask more searching questions that challenge pupils' thinking, and so deepen their understanding. As a consequence, occasionally the pace of learning is slower than it could be. When teachers do adapt their lessons to maintain the highest level of challenge, pupils grow in confidence, are willing to test out their thinking and develop their skills and understanding quickly. For example, expert subject knowledge and highly skilled questioning in a religious studies lesson enabled pupils to explore and appreciate the similarities and differences of beliefs about the mother of Jesus. Further questioning enabled pupils to relate teachings from the Qur'an and Bible to social issues in modern Britain and their relationship with the law of the land.
- Feedback to pupils consolidates their learning. Pupils enjoy their interactions with each other and with teachers to improve their work. This contributes well to the progress they make. High quality discussion in a key stage 3 English lesson, prompted by well-judged questioning by the teacher, enabled pupils to quickly identify the key characteristics of information texts. In the same class, pupils' books showed that, over time, they had quickly moved from acquiring knowledge of text in 'Romeo and Juliet' to detailed text analysis, revealing a sensitivity to language usage and the ability to critique it in the light of modern society.
- At the time of the inspection, there was no specialist teaching in English at key stage 4. Interim arrangements are sustaining pupils' progress. However, the pace of learning, particularly in Year 10, has slowed since the early part of the school year.
- Homework tasks are carefully chosen to enable pupils to practise their skills and capture their classroom learning and develop their thinking further.
- All teachers are careful to ensure that pupils practise and use the vocabulary that is needed to speak and write about their subject topics. This supports pupils well to express themselves and demonstrate their knowledge and understanding. As result, pupils respond to tasks with increasing accuracy and they practise the key skills that help them make good progress towards achieving higher levels of attainment.
- Teachers encourage pupils to read widely and they do so with enjoyment. Pupils show increasing fluency in their reading, including of the Qur'an. This helps them access learning across their subjects and enables

them to engage positively in discussion about their topics. For example, accurate use of language about linear progression and the 'nth' value in a Year 9 mathematics lesson helped pupils develop an understanding of the underlying concepts well.

- Teachers' good knowledge of pupils' progress and attitudes to learning is used well to provide parents with helpful annual reports. These are complemented by opportunities to meet with staff about their child's progress at parents' evenings held twice per year.
- The work of the school to develop pupils' knowledge and understanding of differences in people's backgrounds and beliefs is reflected in the frequent opportunities that teachers provide for pupils to demonstrate tolerance and respect for others. Teachers model these positive attitudes and are vigilant in ensuring that any derogatory or prejudicial language is challenged promptly.

## **Personal development, behaviour and welfare are good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils flourish under the care of the staff. The proprietor's and senior leaders' vision for high quality care and learning is modelled by teachers in their work with pupils. As result, pupils respond positively and enjoy good relationships with each other and adults.
- Pupils consistently show respect for each other. They engage with each other in lessons and chat with each other during social time in a harmonious atmosphere.
- Pupils show a well-developed sense of right and wrong. They know about the hurtful effects of bullying and are confident that they can rely on staff to support them if they have any concerns. They have a good understanding of the risks associated with use of the internet and the risks linked to substance and alcohol misuse. Teachers, using their safeguarding training, help pupils understand the dangers of radicalisation and extremism and what to do to keep themselves safe.
- The well-planned personal, health and social education programme, supplemented through learning in a range of subjects, helps pupils learn not only about respect for the law of the land and how governance works, but they also appreciate the part played by people of other cultures and beliefs in British society. Pupils learn about and show respect for people who have different lifestyles from their own, including when these are not aligned to the teachings of their own faith. They show that they reflect maturely on a range of social issues and learn what it means to be a young British Muslim. As a result, pupils are prepared well for the opportunities and responsibilities of life in modern Britain.
- The high expectations that staff have of pupils in respect of their conduct and work ethic develops in pupils a sense of self-worth. As a result, pupils almost always take pride in their learning and their attitudes and commitment to their learning contributes to their achievement. As a result, pupils are prepared well for the next steps in education and training.
- Pupils learn about work-related skills in a number of contexts and subjects, including in English. In key stage 4, they have opportunities to take part in work experience placements to learn more about the demands and responsibilities of working life. Pupils visit a local university's careers fayre, where they receive impartial careers advice to find out about the range of options and courses open to them. Opportunities to meet with adults in careers, such as dentistry, give pupils insight into what they can achieve for themselves. Almost all go on to local colleges to continue studies at a higher level, and in 2015, there were no pupils without a secure next step after leaving school.
- The proprietor and designated safeguarding lead ensures that all staff are well trained and informed about potential neglect and abuse. They know what to do if there is a concern. As a consequence, pupils say they feel safe in school and that they are cared for well. Responses to the school's parental survey confirm that unanimously, parents are confident that the school keeps their children safe.
- Pupils say that they would like to have frequent opportunities for physical activities during social time. However, there are good quality outdoor spaces which can be used for this, and staff are looking for ways to increase the availability of sports equipment for pupils' use at break- and lunchtime.

### **Behaviour**

- The behaviour of pupils is good.
- Staff supervise pupils appropriately and remind pupils about their conduct when it is needed. However, almost always, pupils manage themselves well with no need for staff intervention.
- In lessons, pupils apply themselves to their learning with enthusiasm and commitment as the norm. They

value their education. This contributes to the progress that they make. However, on rare occasions, pupils' interest wanes when work is not pitched at quite the right level, and they do not persevere with their learning as they should.

- Pupils make a good contribution to the day-to-day running of the school. They conduct themselves in an orderly fashion and show respect for their surroundings.
- Most pupils, including those from disadvantaged backgrounds, attend very well. However, a small number of pupils do not attend regularly enough and the impact of this in this small school means that overall, attendance is slightly below the national average. Leaders recognise this and know that the attendance of a few pupils is just below 90%. This means that persistent absence rates are above the national average. School leaders are working with families to reduce this, including by encouraging families not to take extended holidays in school time. This work is beginning to improve attendance rates.
- There are very few instances of serious misbehaviour and the school's policy and practices help pupils understand when they have not behaved as well as they should. This supports pupils in conducting themselves well and, when needed, to understand any sanctions that are given. Pupils understand school rules and the reasons for them and accept that they have to take responsibility for their actions. This prepares them well for adult life.

## Outcomes for pupils

## are good

- Typically, the vast majority of pupils enter the school with low to average levels of prior attainment. There are no pupils with a statement of special educational needs or disability. Pupils make good progress across a range of subjects. The proportion of pupils who achieved 5 or more GCSEs, including English and mathematics, was above the national average in 2015.
- Attainment, in mathematics and science in particular, is well above the national averages, with the vast majority of pupils attaining at least grade C. This represents exceptionally strong progress. Progress for pupils from different starting points, for both the most and least able, is equally strong.
- There is no discernible difference between the progress made by disadvantaged pupils and others in the school. The progress made by disadvantaged pupils is well above that made by others nationally.
- Attainment in English was slightly below the national average at grades A\* to C at GCSE in 2015. Nevertheless, this represents good progress for pupils from different starting points, including the most able. The headteacher and senior leaders are determined to raise this to equal the very high levels of attainment and progress seen in mathematics and science.
- The work produced by pupils in English in key stage 4, particularly in the autumn term, showed the same high levels of achievement, building on the good rates of progress established during key stage 3. School checks on pupils' progress point to a higher proportion of pupils working at grades C and above than in 2015. Progress has been sustained through the interim arrangements that leaders have put in place, especially for Year 11 pupils as they prepare for their examinations. However, leaders are urgently seeking to appoint a specialist teacher, because they recognise that the pace of progress is slowing.
- During key stage 3, pupils acquire good knowledge and understanding in their subject and the skills they need to enter key stage 4 with confidence as they prepare for examinations and the next steps in study or training when they leave the school. Progress in English, mathematics, science and religious studies is particularly strong. Teachers take into account pupils' prior learning. Pupils' work demonstrates quick progress, revealing increasing capacity to understand difficult concepts and an improvement in the skills that they need to express their thinking clearly.
- In other subjects, such as modern foreign languages and humanities, progress overall is good. However, pupils do not make quite the same good progress as in the core subjects, information and communication technology and religious studies. In modern foreign languages, pupils learn Urdu. On occasion, pupils find difficulties in coming to terms with the formal demands of the course, due to their prior, informal knowledge of the language or use of dialects.
- Pupils are well prepared for their examinations at the end of Year 11 and look forward to beginning further study at local colleges when they leave. They are prepared well for this next step and are ambitious for their futures.

## School details

<b>Unique reference number</b>	134386
<b>Inspection number</b>	10012814
<b>DfE registration number</b>	380/6115

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.

<b>Type of school</b>	Secondary, day
<b>School status</b>	Independent school
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	63
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Arshad Khan
<b>Chair</b>	Not applicable
<b>Headteacher</b>	Arshad Khan
<b>Annual fees (day pupils)</b>	£2,300–£2,500
<b>Telephone number</b>	01274 667454
<b>Website</b>	<a href="http://www.maschools.net">www.maschools.net</a>
<b>Email address</b>	<a href="mailto:maboys@mainstitute.net">maboys@mainstitute.net</a>
<b>Date of previous inspection</b>	October 2013

## Information about this school

- The school provides day education, informed by the principles of Islam, for boys between the ages of 11 and 16 years. It is a small, independent Muslim school.
- A large proportion of pupils enter the school from nearby maintained primary schools. A small proportion travel from other nearby districts and towns.
- About two thirds of pupils come from disadvantaged backgrounds.
- The school opened in 2003 for boys and girls and subsequently changed to operate as two single sex schools.
- The school does not make use of any alternative provision.
- The school was last inspected in 2010.

## Information about this inspection

- The school was subject to a monitoring inspection in November 2015 to check how well it had addressed some requirements that were unmet at the previous inspection. At that point, a small number of requirements remained unmet. Inspectors checked that these had been addressed during this inspection.
- Inspectors held discussions with the proprietor and senior staff to find out how well they know their school, ensure the safeguarding of pupils and plan to help pupils develop the personal skills that they need to achieve well.
- Inspectors observed teaching in lessons and examined a sample of books from across the year groups to see how well pupils learn and make progress. The school's checks on pupils' progress were examined to see how well teachers take assessment information into account in planning learning for pupils.
- Inspectors examined a wide range of documentation to check that all the required certificates and required policies were up to date. Inspectors evaluated the school's safeguarding policy carefully to make sure that it referred to the current guidance of the Secretary of State. The policy had not complied with requirements at the progress monitoring inspection in November 2015.
- Inspectors reviewed the school's records of safety checks and certificates relating to the safety of the building, such as fire extinguishers and evacuation drills.
- Inspectors spoke with pupils and a small number of parents to gather their views about the school and took into account the results of the school's own survey of parents' views. There were not enough responses to Parent View, Ofsted's online survey, to generate a report and no free text responses were received. Inspectors took into account the views of staff expressed in their questionnaire and in interviews with them.
- Inspectors toured the school and the site to make sure that it is safe and free from hazards, and that all the requirements of the independent school standards are met. Inspectors checked that the school is suitably maintained and kept clean. This requirement had not been met at the previous monitoring inspection.

## Inspection team

Chris Campbell, lead inspector

Her Majesty's Inspector

Chris Smith

Her Majesty's Inspector

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