

Ayesha Siddiqi Girls School

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

Inspection dates

6–8 March 2018

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

Summary of key findings for parents and pupils

This is a good school

- Since her appointment in 2017, the headteacher has provided strong and effective leadership. She, her leadership team and trustees, ensure that all the independent school standards are met.
- Senior leaders base all their actions on an admirable set of values. They have the drive, determination and capacity to improve the school further.
- Pupils make good progress during their time at the school. This is because they experience good teaching across a wide range of subjects. Pupils achieve extremely well in English.
- Pupils' conduct around the school and in lessons is remarkable. It is based on mutually respectful relationships with staff.
- Pupils' attitudes to learning are especially positive; they are keen to do well. As a result, attendance and punctuality to lessons are excellent.
- The school's work to keep pupils safe is extremely effective. Leaders care for the well-being of all pupils.
- Pupils' spiritual, moral, social and cultural development is very strong. Leaders and trustees are committed to promoting British values. As a result, pupils have a deep understanding of the wider world and are unequivocal in their responsibility to be positive British citizens. Pupils' personal development is outstanding.
- Some teachers do not routinely plan lessons that stretch and challenge the most able pupils. As a result, these pupils are not making the substantial progress of which they are capable.
- Leaders do not provide sufficient opportunities for staff to share good practice in teaching, learning and assessment.

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 teaching by ensuring that teachers provide more challenge for the most able pupils, so that pupils make the progress of which they are capable.
- Sharpen how leaders evaluate the quality of teaching and refine the training opportunities, including the sharing of good practice, given to teachers to improve their skills.

Inspection judgements

Effectiveness of leadership and management

Good

- Ayesha Siddiqi Girls School is led with skill, care and compassion. Leadership is characterised by a thoughtful and reflective approach. The headteacher sets the tone, and others willingly follow her lead.
- Leaders have been meticulous in their attention to the school's administrative arrangements. The school site and facilities have been upgraded and systems to monitor the progress and achievements of pupils have been implemented. As a result, the independent school standards are met in full.
- Leaders' actions are based on the shared values (Islamic and British) they have for the school. Leaders are determined that all pupils will do as well as they can. Leaders and trustees know that pupils need good or better qualifications to develop the best possible life chances.
- Leaders know the school well and they have a good understanding of its strengths and weaknesses. They know where teaching, learning and assessment are the strongest. They also identify where they are less effective by monitoring and evaluating the effect of teaching on pupils' learning and progress.
- The system to track pupils' progress provides leaders and teachers with reliable information on which to base their planning. Regular assessment means that staff know which pupils are not doing as well as they should. This enables teachers to provide extra support, for example through after-school sessions or suitable work in classrooms.
- Staff value the strong leadership, support and guidance. All staff who responded to Ofsted's staff questionnaire said that the school is led effectively and that they are proud to work there.
- The curriculum covers all the required areas of learning. Pupils have opportunities to learn about art, literature, poetry, computing and drama to complement other subjects such as English, mathematics, history, Arabic and religious studies. A range of trips and visits supports the formal curriculum well.
- The teaching of religious studies gives pupils good opportunities to study the belief systems of others and to debate ideas. It also enables pupils to gather accurate information about others in their community. Religious leaders from other faith communities are welcomed to the school, thus strengthening pupils' knowledge and understanding of different faiths and cultures.
- The school's contribution to pupils' spiritual, moral, social and cultural (SMSC) development is strong. Leaders weave opportunities to promote pupils' SMSC development throughout the curriculum. Pupils benefit particularly from well-taught personal, social, health and economic (PSHE) education, and citizenship and tarbiyyah (Islamic and British values) lessons.
- Teachers undergo regular observations in order to monitor the quality of teaching over time. Performance in the classroom is compared with pupils' outcomes and the quality of work in their books. Staff value the programme of staff training and the opportunities that they have to improve their practice. Nonetheless, leaders are not using their evaluations

of teaching to refine the training given to teachers. In addition, leaders do not fully exploit opportunities to share good practice between teachers to further improve pupils' learning and progress.

Governance

- The proprietor and trustees are ambitious for the school. They know the school well because they visit regularly and assure themselves that the school provides a good quality of education. However, trustees and school leaders would benefit from a more formal approach to the recording of meetings that allows information to be more easily shared.
- Trustees take their safeguarding responsibilities seriously and ensure that safeguarding procedures are robust. They work closely with leaders to improve the school, for example in ensuring maintenance and refurbishment of the accommodation as necessary.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and trustees place importance on ensuring that all policies and procedures are up to date. The safeguarding policy meets statutory requirements and, in the absence of a website, is provided to parents and carers on request. The school's vetting systems for checking the suitability of staff are robust; details of these checks are suitably recorded.
- Staff are trained well about the range of risks that could affect pupils at the school. They speak knowledgably about what signs to look out for. This includes knowledge of female genital mutilation, forced marriage, radicalisation and extremism.
- The school is well maintained and secure, with access controlled effectively. This is important given that the school operates on a shared site. Risk assessments are rightly and carefully carried out for all relevant activities.

Quality of teaching, learning and assessment

Good

- Teaching is leading to strong progress and good outcomes over time. There is some highly effective practice, notably in English.
- Strong relationships between teachers and pupils contribute to a calm and positive atmosphere. This gives pupils confidence to learn. They readily respond to teachers' requests and make good progress.
- Teachers have good subject knowledge. They keep themselves up to date with developments in their subjects or examination specifications. They plan learning well and provide pupils with an appropriate range of resources.
- Teachers consistently follow the school's assessment policy and are skilful in giving guidance to pupils about how to improve their work. As a result, pupils commit to improving their work.
- Work in pupils' books shows that teachers match work to pupils' differing abilities in most subjects. They have high expectations of pupils and the standard of presentation in books shows that pupils take considerable pride in their work.

- Teaching is effective in developing pupils' reading, writing and communication skills. Pupils read well and have frequent opportunities to read aloud in lessons. This helps to build their confidence and self-esteem.
- Teachers use questioning effectively to check the level of pupils' understanding. Nevertheless, some teaching is not as challenging as it should be, particularly for the most able pupils. Pupils are not always able to tackle work that is more difficult quickly enough. Consequently, the most able are not making the substantial progress of which they are capable, particularly in mathematics and humanities.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Care for pupils is exceptional. Teachers and school leaders know their pupils very well. Procedures to ensure the safety and well-being of pupils are robust; leaders work in close partnership with parents and external agencies. Consequently, identification of pupils requiring support is swift and effective.
- Pupils are clear on how to keep themselves safe, including when out of school and when using the internet. Leaders ensure that pupils' emotional and physical well-being is a priority. Girls know whom to report any concerns to and are clear that bullying does not occur in school; records of pupils' behaviour would agree.
- The school's core expectations: to be outstanding – as a Muslim; in the use of language; in gaining academic results and as British citizens – are reinforced by teachers at every opportunity. As a result, pupils are confident, reflective and self-assured learners.
- Pupils' positive attitudes to school result in a readiness to accept the breadth of opportunities provided for them to develop as young leaders. A number of after-school clubs are led by pupils. For example, pupils publish a monthly newsletter, lead the debating and the Nasheed (unaccompanied vocal performance) clubs, and are active in running the school library. Year 10 and Year 11 pupils mentor younger pupils through their work on the school council and as prefects. Year 8 pupils are encouraged to take positions of responsibility by running the cupcake club.
- Work to promote equality is highly effective. Pupils talk confidently about respecting and supporting others, regardless of their differences.
- Pupils in key stages 3 and 4 receive sound, impartial careers guidance. They undertake a week of work experience in the summer term of Year 9 and Year 10. Pupils are well prepared for life in modern Britain.

Behaviour

- The behaviour of pupils is outstanding. Pupils are extremely courteous and respectful to visitors, staff and to each other.
- Pupils' conduct is exemplary both within lessons and around school. The environment is calm and purposeful. Expectations remain high at break- and lunchtimes; pupils respond positively to staff and take responsibility for their own behaviour.

- Pupils value their learning highly. As a result, attendance is high across all year groups. Robust systems ensure that any absence is followed up swiftly. Pupils are punctual to lessons, fully equipped and ready to learn. Consequently, lessons start promptly and no time is lost to low-level disruption.

Outcomes for pupils

Good

- Outcomes for pupils are good across the range of subjects. Pupils, including the most able, achieve particularly well in English, Arabic and religious studies.
- When they start school, pupils' prior levels of attainment are broadly average. As they move through the school, pupils make good progress because of the good teaching they experience and their positive attitudes to learning.
- School leaders have an accurate picture of where pupils achieve well and where actions are needed to improve outcomes further. They use this information effectively to improve progress for pupils. For example, outcomes in history were below average in 2017. Leaders have taken action to resolve issues that led to some pupils underachieving.
- The assessment system is used effectively to identify pupils needing further support. Intervention classes provide support to pupils to help them catch up. Consequently, outcomes at key stage 4 are consistently strong.
- Pupils are particularly well prepared for the next stage of their education. At the end of Year 11, all pupils move on to a sixth form, sixth-form college or a further education college.
- Current pupils are making good progress. Inspectors saw evidence of good practice in classrooms and good work in their books. In science, mathematics and humanities, most current pupils are working at the expected level despite some variability remaining in teachers' expectations of their pupils, particularly for the most able.

School details

Unique reference number	135155
DfE registration number	307/6338
Inspection number	10035803

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	Muslim day school
School category	Independent school
Age range of pupils	11 to 19
Gender of pupils	Girls
Number of pupils on the school roll	81
Of which, number on roll in sixth form	0
Number of part-time pupils	0
Proprietor	Islamic Educational & Recreational Inst. Trust
Chair	Hafiz Bhatti
Headteacher	Azraa Qureshi
Annual fees (day pupils)	£3,500 to £4,000
Telephone number	020 8867 9284
Email address	admin@ayeshasiddiqa.org.uk
Date of previous inspection	11–13 February 2014

Information about this school

- Ayesha Siddiqa is a Muslim secondary school for girls.
- The current headteacher was appointed in March 2017.
- There are no girls on roll in the sixth form.
- The school's previous standard inspection took place in February 2014. An additional emergency inspection was conducted in February 2016 and found that the school did not meet all the independent school standards. A progress monitoring inspection in November 2016 judged that leaders had taken appropriate action and judged the independent

school standards as met.

- The school uses no alternative providers.

Information about this inspection

- Inspectors observed pupils' learning in lessons across all year groups and a range of subjects, accompanied by senior leaders. Inspectors also looked at a wide range of pupils' work.
- Discussions were held with trustees, senior leaders, staff and pupils. An inspector also listened to Year 7 pupils read.
- Inspectors looked at arrangements at break- and lunchtime.
- A range of documentation and policies was scrutinised, including the school's self-evaluation, records of pupils' behaviour and attendance, assessment information and school newsletters.
- Inspectors reviewed records, policies and procedures related to safeguarding.
- There were two responses to Ofsted's online survey for parents, Parent View. Inspectors also took account of the 11 responses to the staff questionnaire.

Inspection team

Carolyn Dickinson, lead inspector

Her Majesty's Inspector

Susan Vale

Ofsted Inspector

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