

Rabia Girls' and Boys' School

12-16 Portland Road, Luton, Bedfordshire LU4 8AX

Inspection dates

8 May 2019

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i)

- At the first progress monitoring inspection, in November 2018, the requirements in the paragraphs for the independent school standard relating to the curriculum were not met because, although leaders had begun to broaden the school's offer, it was too early to see the impact of their work. Some subjects were not taught because of a lack of teachers or resources. Some schemes of work were missing. Opportunities for aesthetic and creative areas of learning were limited.
- Currently, the curriculum policy is published on the school's website. Schemes of work are in place across subjects. Curriculum plans have been adapted in English, mathematics and science to ensure that they are matched more closely to pupils' age and ability.
- Leaders have continued to extend the range of subjects offered to pupils at key stage 4; for example, a GCSE business studies programme is now taught for current Year 10 pupils. Year 11 pupils will be the first group to sit the GCSE history examination this year. Teaching has improved in physical education (PE). More resources are available to support pupils' participation in a wider range of activities.
- As at the previous progress monitoring inspection, the quality of pupils' experiences for aesthetic and creative teaching remains too inconsistent.
- Leaders have not ensured that the requirements of the standard are met.

Paragraph 3, 3(a), 3(c), 3(d), 3(f), 3(g)

- The independent school standard relating to teaching at the school was not met in the November 2018 progress monitoring inspection because activities were not planned well enough to meet pupils' different needs. There were frequent changes of staff and some resources needed updating.
- While there have been some further staffing changes since the inspection, the staffing structure is now more stable. Regular checks on the quality of teaching, coupled with a stronger focus on teachers' professional development mean that pupils are exposed to a wider range of learning activities. However, inconsistencies in overall teaching quality remain.

- While teaching quality overall is improving, especially in English, mathematics and science, it remains mixed across subjects and year groups.
- Some staff are still developing the skills they need to make changes when pupils could do more, or to recognise quickly in lessons when pupils need extra help. Pupils' books show that some work set is too easy for the most able pupils and, consequently, they do not make as much progress as they could.
- Recent training has included opportunities for staff to visit other schools. This training has had a particular focus on improving the quality of planning for learning with mixed-age pupils taught in the same group. Teachers are becoming more adept at making some of the changes needed. However, their planning is not routinely adapted to meet the needs of pupils who are capable of more, or for those who need extra support. Expectations of what pupils could achieve across the key stages are not high enough.
- Pupils are confident, polite, articulate and sociable with visitors. They are taught, and can discuss, the underlying principles of fundamental British values, including the importance of tolerance and respect for others.
- The outcomes of leaders' checks on teaching and learning are now linked more closely to teachers' professional development needs. Pupils' books show that staff are more consistent in applying leaders' expectations of the quality of feedback to pupils on how to improve their work. Greater attention is paid to the accuracy of spelling and the correction of grammatical errors.
- Older pupils acknowledge the improvements to the school's provision for PE. Further improvements and improving the quality of creative and aesthetic subjects, such as art and drama, are still work in progress, especially for pupils in the primary phase.
- The requirements of paragraph 3(f) and 3(g) are now met.
 - Assessment records typically show pupils' starting points and the progress they make each term. Teachers' practice in using the information they gather to personalise pupils' learning is improving, especially in English. Appropriately, this improvement work remains a focus of ongoing professional development. This is to ensure that good practice is shared and that pupils are routinely supported to make consistently strong progress across subjects.
 - Older pupils acknowledge the improvements to the school's provision for PE since the previous progress monitoring inspection. The outdoor area has been adapted to make it more suitable for the teaching of PE. New facilities are available for the teaching of art and technology. Work is currently underway to improve the school library.
- Leaders have not ensured that all of the requirements of the standard are met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The requirements for this independent school standard were not met in the November 2018 progress monitoring inspection because the school's safeguarding arrangements were not effective. The local authority was concerned that adults were not sufficiently trained. Leaders had little engagement with the authority's designated safeguarding

leadership group.

- Since the first progress monitoring inspection, further safeguarding training for staff and governors has taken place. Some of this training was with support from the local authority. Inspectors saw records of other training that was provided by a private company. More training for governors is planned. Staff understand their roles and responsibilities. Suitable systems are established for the administration of child protection records.
- While the gaps in previous training have been addressed, leaders have still not established strong enough links with the local authority's safeguarding team, or with other external agencies offering support for vulnerable pupils.
- Staff with oversight of safeguarding have limited experience. They have not had enough opportunities to learn from the good practice of others, or to discuss recent, local safeguarding issues with adults in similar roles.
- The safeguarding policy is up to date and published on the school's website.
- Leaders have not ensured that this independent school standard is met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3)

Paragraph 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(2)(e), 19(3)

Paragraph 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c)

Paragraph 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)

- The requirements of these independent school standards were met at the November 2018 progress monitoring inspection.
- The single central register of checks on staff was scrutinised during this progress monitoring inspection. The appropriate checks are in place and recorded on the register as required.
- Leaders have ensured that this independent school standard continues to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(c), 32(1)(j), 32(4), 32(4)(b)

- The school did not meet the independent school standards relating to the provision of information because leaders had not informed parents of the admissions restriction order issued by the Secretary of State in August 2018.
- Soon after the inspection, parents were notified of the restriction in a letter published to the school's website and told about leaders' intention to appeal the order.

- Further information was published on the website following school leaders' decision to withdraw the appeal. This included the notice letter enforcing the restriction on 23 January 2019.
- As stated above in Part 3, the safeguarding policy is published on the website.
- The requirements of this independent school standard are now met.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(j), 33(j)(i), 33(j)(ii)

- This standard was not met at the November 2018 monitoring inspection because the school did not keep suitable records of formal complaints. There was no evidence to confirm how the complaints were resolved, or of any follow-up actions taken. The complaints policy was out of date and contained misleading information.
- Since then, leaders have updated the policy and ensured that the information it contains is accurate. A complaints log is now in place and appropriately maintained.
- The requirements of this independent school standard are now met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- The requirements of this independent school standard were not met at the November 2018 progress monitoring inspection. Leaders and governors were not providing an adequate quality of education. The unmet standards included those relating to pupils' welfare, health and safety, the provision of information and the handling of complaints. Leaders had changed the school's name to 'Rabia Girls' School', which did not accurately reflect the registration with the Department for Education (DfE) as a school for boys and girls.
- Since the first progress monitoring inspection, leaders and governors have continued their work with external consultants and have further improved their understanding of the independent school standards.
- The previously unmet standards in part 6, the provision of information, and part 7, related to the manner in which complaints are handled, are now met.
- More frequent checking means that school leaders have a much clearer understanding of the strengths and weaknesses in teaching and learning quality. Professional development opportunities are enabling staff to learn from good practice in other schools. However, the quality of education remains inconsistent across subjects and key stages. Pupils, and especially the most able, are not routinely making the progress they should.
- Currently, pupil numbers are low and have fallen further since the previous progress monitoring inspection. Leaders are unable to admit any new pupils because of the restriction notice issued by the Secretary of State, which was enforced in full on 23 January 2019.
- In light of the restriction notice, at the request of the DfE, inspectors checked the

school's admissions register, which was found to be accurate in terms of pupils currently on the school's roll. A wider investigation, beyond the parameters of the progress monitoring inspection, is looking into documentation linked to the school's offer of new places. This documentation is dated prior to the enforcement of the restriction.

- Leaders have reinstated the school's name, which now reflects the registration as a school for boys and girls.
- Leaders have made a material change request to reduce the number of pupils it is registered for with the DfE. The remaining Portland Road site has the space to accommodate additional pupils, but not the number it is currently registered for. The school's material change request was considered as part of the inspection.
- Leaders have not ensured that the requirements of this standard are met.

The school's application to make a material change

- The school offers provision now for boys and girls on the Portland Road site. The boys' school site closed in August 2018. There has been a significant fall in the number of pupils on roll since that time.
- The material change request to the DfE is to reduce the school's registration, which is currently for 330 boys and girls.
- The remaining site could accommodate up to 120 boys and girls. However, based on the resources available at this stage for teaching and leadership, it is recommended that the registration is set at 60 pupils.
- Four of the 10 independent school standards checked at this progress monitoring inspection are not met and, therefore, not likely to be met if the material change is implemented.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain unmet at this inspection

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

The school now meets the following independent school standards

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that-
 - 32(1)(j) particulars of any action specified in sub-paragraph (4) are published and maintained on the school's website or, where no such website exists, are provided to parents.
- 32(4) The action specified in this sub-paragraph is-
 - 32(4)(b) any decision of the Secretary of State to impose a relevant restriction on the proprietor under section 116 of the 2008 Act.

Part 7. Manner in which complaints are handled

- 33 The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which-
 - 33(j) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and-
 - 33(j)(i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and
 - 33(j)(ii) action taken by the school as a result of those complaints (regardless of whether they are upheld).

The school now meets the following requirements of the independent school standards

Part 1. Quality of education provided

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-

- 3(f) utilises effectively classroom resources of a good quality, quantity and range;
- 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

School details

Unique reference number	130331
DfE registration number	821/6001
Inspection number	10102073

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.

The inspection of the school's provision in relation to the material change that the school has applied to make was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education for the school's likely compliance with the independent school standards relevant to the material change that the school has applied for.

Type of school	Muslim day school
School status	Independent school
Age range of pupils	5 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	41
Proprietor	The Rabia Educational Trust
Chair	Zafar Iqbal Khan
Headteacher	Mrs Hafsa Bilquees
Annual fees (day pupils)	£1,950 (primary), £2,300 (secondary)
Telephone number	01582 493 239
Website	www.rabiaschool.uk
Email address	rabia_gs@yahoo.co.uk
Date of previous standard inspection	16–18 January 2018

Information about this school

- The school was established in 1996 and is registered with the DfE to admit up to 330 boys and girls aged five to 16 years.
- Currently there are 41 pupils on roll. In the primary provision from Year 1 to Year 6, there are 17 pupils, including four boys. In the secondary provision there are 24 girls.

- The school has a Muslim ethos. Most pupils are of Pakistani or Bangladeshi heritage and speak English as a first language.
- There are no pupils with special educational needs and/or disabilities or with an education, health and care plan.
- In August 2018, the separate boys' provision, based at 326–340 Dunstable Road, Luton, Bedfordshire LU4 8JS, ceased to operate. Leaders now provide education for boys and girls at 12–16 Portland Road, Luton, Bedfordshire LU4 8AX. Currently, boys and girls in Year 1 and Year 2 are educated together. There are no boys in other year groups and there are no pupils currently on roll in Year 3.
- The school does not use alternative provision.
- The headteacher took on the substantive role in September 2018.
- The DfE issued a restriction notice to the school in August 2018, regarding the admission of new pupils. School leaders appealed this decision but later decided to withdraw the appeal. The DfE enforced the restriction on 23 January 2019.
- The chair of governors is the same as at the November 2018 inspection. There have been new members appointed to the governing body.
- Ofsted has conducted ten inspections and evaluations of five action plans. These were:
 - 11–12 March 2008, a standard inspection when the school was judged to provide a satisfactory quality of education; independent school standards were not met
 - 18–19 May 2011, a standard inspection when the school was judged to provide a satisfactory quality of education, but not all standards were met; the school applied for a material change at this point and increased its pupil numbers
 - 13–15 May 2014, a standard inspection when the overall effectiveness was judged to be inadequate; the quality of teaching, behaviour and safety, pupils' achievement and leadership and management were judged to be inadequate; independent standards were not met
 - 26 September 2014, an evaluation of a school action plan, which was judged to require improvement
 - 15 January 2015, a progress monitoring inspection when independent school standards were not met
 - 25 June 2015, an evaluation of an action plan, which was judged as acceptable
 - 13 October 2015, a progress monitoring inspection when independent school standards were not met
 - 4 March 2016, an evaluation of an action plan, which was judged as requiring improvement
 - 12–14 April 2016, a standard inspection when the overall effectiveness was judged to be inadequate; the quality of teaching, learning and assessment and pupils' outcomes required improvement; independent school standards were not met
 - 23 June 2016, an evaluation of an action plan, which was judged as acceptable
 - 10 January 2017, a progress monitoring inspection when independent school standards were not met

- 27 April 2017, a progress monitoring inspection, when independent school standards were not met
- 18 September 2017, an evaluation of an action plan which was judged as not acceptable
- 16–18 January 2018, a standard inspection when the overall effectiveness was judged as inadequate, safeguarding was judged ineffective and independent school standards were not met
- 6–7 November 2018, an unannounced progress monitoring inspection when independent school standards were not met.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that were previously unmet.
- This is the second progress monitoring inspection since the standard inspection in January 2018. At the standard inspection, the school did not comply with all the independent school standards and other requirements.
- This progress monitoring inspection was conducted with no notice.
- Inspectors met with the headteacher, the deputy headteacher, administration staff and two members of the governing body.
- Inspectors met with the school's designated safeguarding and child protection lead.
- Inspectors spoke informally with many pupils in lessons, at lunchtime and around the school.
- Inspectors observed pupils at work in lessons. Some of these observations were completed jointly with the headteacher and deputy headteacher. Pupils' work was reviewed in a range of subjects to assess the quality of teaching and learning over time.
- A range of documentation was scrutinised, including leaders' evaluation of the school's performance, policies, information found on the website, information relating to safeguarding pupils, the single central register of employment checks, schemes of work and assessment information to determine the progress that pupils make.
- Inspectors spoke with representatives from the local authority to discuss the safeguarding training received by school staff and concerns they had raised with the DfE about admissions to the school. The admissions register was checked during the inspection, at the request of the DfE.
- The school's request to the DfE for a material change to reduce the number of pupils it is currently registered for was also considered as part of this progress monitoring inspection.

Inspection team

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