

# Ummid Independent School

The Old Sunday School, Bake Street, Bradford, BD7 3EX

<b>Inspection dates</b>	13–15 May 2014	
<b>Overall effectiveness</b>	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils	Requires improvement	3
Quality of teaching	Requires improvement	3
Behaviour and safety of pupils	Good	2
Leadership and management	Requires improvement	3

## Summary of key findings

### This is a school that requires improvement. It is not good because

- Not enough students make the progress they could from their individual starting points.
- Teachers do not always ensure that planning is fully influenced by accurate knowledge of the standards students have reached.
- Adults who support learning in lessons are not always used well enough to help students learn at a faster rate.
- Teachers' assessment of the standards students reach is not robust or regular enough to show clearly the progress students make.
- The checking of students' behaviour, attendance, attainment and the quality of teaching and learning is not completed regularly enough by leaders and managers. Consequently, they are not certain which particular approaches are having the greatest effect in bringing about improvements.

### The school has the following strengths

- Relationships in the school are good. All adults know students very well and manage behaviour effectively.
- In lessons, students are attentive and participate well in the activities that are planned.
- The school places a sufficiently strong emphasis on students gaining good social, moral and cultural development.
- Students feel safe and say that bullying is very rare. They enjoy coming to school and attend school more regularly than they used to.
- Leaders and managers have an accurate view of the schools' strengths and areas that need improving. Some areas identified have not yet been tackled but improvement is apparent in the aspects that have been addressed already.

### Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

## Information about this inspection

- This is the school's first full independent school inspection. The school was contacted with one day's notice.
- Inspectors held meetings and discussions with the headteacher, senior leaders, the proprietor, staff, students and the Chair of Governors.
- There were insufficient responses to Ofsted's on-line Parent View to be considered. However, inspectors spoke to parents and carers; they considered parental questionnaire responses sent out previously by the school. Responses from student and staff questionnaires were also considered.
- The school's documentation was checked including curriculum planning documents, students' assessment records, students' personal and academic portfolios and data on students' progress. Documents on welfare, health, safety and safeguarding policies and procedures were examined.
- The Department for Education (DfE) asked the inspection team to consider the school's request for a material change to extend the upper age limit of the students registered at the school from 16 to 19 years.

## Inspection team

Joanna Sharpe, Lead inspector

Additional Inspector

Shellie Barcroft

Additional Inspector

## Full report

### Information about this school

- Ummid School is an independent school which is registered to provide full-time education for 100 girls and boys between the ages of 11 and 16 years. There are currently 42 students on roll at four different sites with 26 percent of students identified as having a statement of special educational needs. All students registered at the school have difficulties in their behavioural, emotional and social development.
- The school was registered in July 2013 and this is its first full inspection.
- The school aims to prepare students well for each successive stage of their development to benefit from those experiences, opportunities and responsibilities that help build maximum independence in adult life. It also aims to provide a curriculum that is broad and balanced and appropriate to the physical, emotional, social and spiritual needs of the individual.
- The school uses local sports facilities for its physical education curriculum.

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

- Improve the quality of teaching and learning by ensuring that:
  - teachers use knowledge of students' assessments to influence their lesson plans so that they can plan each student's next piece of work more effectively
  - all adults involved in the teaching of students have a clear idea of the abilities of each student and what learning has been planned for them.
- Improve the procedures for checking how well the school is performing by ensuring that:
  - records of students' academic progress, attendance and behaviour are reviewed more regularly to allow leaders and managers to be clear about which approaches are leading to the greatest improvements in these areas.
  - there is more regular and consistent recording of students' achievements which can then be used to update individual plans and targets
  - there is better organisation of information so that leaders and managers can see more easily what effect teachers' performance targets are having on improving teaching and learning.

## Inspection judgements

### Achievement of pupils

### Requires improvement

- From starting points that are lower than other students of the same age nationally, students make progress that requires improvement.
- Students' progress in English is not as good as it could be as they are not always sufficiently encouraged to fulfil their full potential. For example, there is generally a lack of opportunity to produce longer pieces of writing so that English skills can be practised and improved.
- Students do not reach high enough standards in mathematics as the planning does not always take sufficient account of the ability range within each class, especially for more-able students.
- Students who have a statement of special educational needs make progress that is similar to that of other students in the school. However, the records on their individual plans do not always reflect their current progress accurately.
- Occasionally, students make outstanding progress when the school has enabled them to catch up and achieve the same standards as other students of the same age nationally. This has enabled some students to move onto further education institutions.
- Students read on a regular basis and read fluently. Daily current affairs lessons encourage students to read a range of texts and students say that they have a variety of books available. Computers are used regularly in lessons so that students can access information on the internet which supports the further acquisition of reading skills.
- The school recognises the importance of students gaining competencies in English and mathematics, and encourages all of its students to gain functional skills qualifications in these subjects. In 2013, 23 students gained these qualifications in mathematics and 13 in English.
- The school ensures that the subjects offered meet the needs of students and demonstrates that the school promotes equal opportunities and tackles discrimination well. This has enabled students to gain qualifications in a range of subjects, such as food hygiene and car maintenance.
- Students regularly work on computers and gain proficient skills in information and communication technology.

### Quality of teaching

### Requires improvement

- Learning in lessons is not always as good as it could be because adults do not regularly check students' understanding of what is being taught. In mathematics lessons, some students are finding work too easy when others are struggling to complete tasks without a great deal of adult support.
- When students' learning is checked, this is not being used to plan carefully enough what should be learnt in the next lesson. This means that more-able students are not always learning at the level they are capable of.
- The number of adults supporting students in lessons is good. However, they do not always support students' learning as well as they could because they do not have a clear idea of the students' abilities or of the learning that should be taking place.
- In many lessons, teachers question students well to encourage them to extend their vocabulary, solve their own problems and consider an alternative answer. This does not happen all the time.
- Students are encouraged to read questions and text from the internet themselves and this supports the improvement of their reading skills. A lack of opportunity to do longer pieces of written work means that they do not get similar time to improve other literacy skills in writing, such as punctuation and grammar.
- Relationships between adults and students in lessons are good. Consequently, students are

happy to ask adults for clarification on anything they do not understand.

- Adults make lessons enjoyable and, as a result, students get on well with their tasks and concentrate for considerable amounts of time.

### Behaviour and safety of pupils

**Good**

- The behaviour of students in the school is good. Individual case studies show that students make good and sometimes outstanding improvement in their behaviour. This has had a positive effect on the next stage of their education, enabling them to continue onto further education.
- Students arrive punctually to lessons. Although at times their behaviour can be boisterous, they show respect and consideration to all adults. Students were extremely polite to inspectors. When asked, students could not think of how their school could be improved.
- The day-to-day management of behaviour by all adults is good. As adults know the students so well they can immediately respond to any potential disruption in lessons. This means that learning is rarely disrupted by inappropriate behaviour.
- Although attendance rates are lower than that found in other schools nationally, the improvement in students' attendance is rapid. The school has robust systems in place which immediately follow up any students who are absent, ensuring their safety as well as trying to ensure that non-attendance does not affect their learning.
- The school's steps to ensure the students' safety are robust and clear. Systems are in place to allow students to discuss any issues they have with adults. Students, parents and carers, and staff all consider that any incidents of bullying are exceptionally rare. This is confirmed by school records.
- The school has a system of rewards and sanctions which is reviewed and adapted regularly to ensure it meets the needs of the students. A recent adaptation has had a direct and immediate positive impact on the behaviour of students.
- The school places a great deal of emphasis on the good spiritual, moral, social and cultural development of students. A range of visitors, including a police officer, a district nurse and a local religious leader, help to ensure that students appreciate and respect their own and other cultures and that they gain a sound understanding of right and wrong. Daily current affairs lessons support students in gaining a balanced opinion about a range of topical subjects; discussions during these lessons are lively and meaningful.

### Leadership and management

**Requires improvement**

- All leaders and managers, including governors and middle leaders, work as a very supportive and cohesive team. Their positive values and attitudes permeate throughout the school. They have a clear ambition to enable all students to gain the skills they need to be successful and independent in their adult lives.
- Systems are in place to track the attendance, behaviour and academic success of students. However, information is neither gathered regularly nor is it clear enough to identify whether the approaches the school is adopting to improve behaviour and learning are effective.
- The standards students reach are checked and individual plans are updated to reflect these. However, staff do not complete the plans in a consistent format or regularly so that the progress of some students is not clear.
- All adults comment on how supportive leaders and managers are in helping them carry out their roles and responsibilities. Regular meetings and lesson observations take place to discuss strengths and areas for improvement. However, these are not tracked carefully enough to check the extent to which they are improving teaching and learning.
- The training and induction of adults is good. Regular training ensures that all adults gain a

wide range of skills which are appropriate to meet the needs of the students.

- Parents and carers are kept informed of their child's progress through monthly reports and regular meetings. The prospectus and website provide a good range of information on policies and procedures, such as the complaints policy.
- The headteacher has an accurate view of the school's strengths and what it needs to do to improve further. Action to address some of the aspects identified, such as strengthening the role of middle leaders, is already improving teaching and learning.
- Governors and the proprietor know their school well. They have a range of skills which are relevant and enable them to support the school well. Their good financial planning has ensured that during difficult periods the school is run effectively. Governors are aware that they do not always challenge school leaders rigorously enough. However, they are well aware of their roles and responsibilities; they have organised training events and external evaluations to enable them to become more effective in improving the school further.
- Leaders and managers have ensured that all aspects of safeguarding meet statutory requirements. They have also ensured that all health and safety requirements are met.
- The school leaders would like to utilise their specialist equipment and specialised qualified staff more by being able to support students up to the age of 19 years to gain further qualifications. The inspection team recommends that the school's request for a material change to extend the upper age limit from 16 to 19 years be approved.

## What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: [www.ofsted.gov.uk/resources/140053](http://www.ofsted.gov.uk/resources/140053).

## School details

<b>Unique reference number</b>	139901
<b>Inspection number</b>	443017
<b>DfE registration number</b>	380/6008

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, 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
<b>School status</b>	Independent school
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	42
<b>Number of part time pupils</b>	0
<b>Proprietor</b>	Mr R U Khan
<b>Chair</b>	Richard Smith
<b>Headteacher</b>	Joanne Watts
<b>Date of previous school inspection</b>	Not previously inspected
<b>Annual fees (day pupils)</b>	£55 to £185 per day
<b>Telephone number</b>	01274 577866
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