

**Al Islah Girls High School  
School Self-Evaluation and School Development Plan  
November 2021 - 2023**

Updated: November 2021

**Context**

Al Islah Girls High School offers a broad and balanced curriculum, delivered by dedicated, qualified, female teachers to students in an environment, whereby behaviour and personal development is linked to an Islamic ethos to develop the students' spiritual, moral, social and cultural aspects.

OFSTED have said that "our premises and accommodation are well maintained, and the facilities are good" and we ensure parents and carers are well informed about their child's progress with reports and with parents' consultation evenings.

The leadership, management and staff of Al Islah Girls High School are firmly focused and committed, in working towards a school which will provide an exceptional quality of education by significantly exceeding minimum requirements.

**Progress against previous inspection**

**Areas to improve**

Leaders and those responsible for governance should ensure that: an appropriate programme of staff training is put in place to ensure the good quality of education is maintained as the school undergoes any further development.

**Progress**

There is a programme of CPD, whereby staff attend half termly INSET days and CPD opportunities. Areas covered include statutory training in medical, safeguarding, including E-Safety, Fire Safety, Health & Safety, OfSTED Framework, as well as curriculum updates, for example, RSE and Careers and strategies for Health and Wellbeing.

The impact to date is that staff are trained to meet children's medical and care needs in a timely manner. The curriculum updates that are made each term on the annual scheme of work have supported staff to recognise

	<p>learning pathways and can implement appropriate strategies to teach these learners within the classroom and outdoor learning environments.</p> <p><b>Evidence can be located:</b></p> <ul style="list-style-type: none"> <li>• Subject Lesson Plans;</li> <li>• Termly Subject Updates on SOW</li> <li>• Evidence for Learning Assessment tool</li> <li>• Attendance for CPD</li> <li>• Appraisal documents</li> <li>• Curriculum overview document</li> <li>• Curriculum overview of Provision document;</li> <li>• School Website</li> </ul>
<p><b>School Improvement priorities – 2 year plan</b></p>	<p>By the end of the academic year 2023 we will have:</p> <ul style="list-style-type: none"> <li>• Maintained and enhanced our ‘good’ provision for all pupils.</li> <li>• Embedded our curriculum so that it is strong across <b>every</b> subject and is the vehicle for achieving high aspirations for all our pupils – from Year 7 to Year 11.</li> <li>• Developed further a programme of staff training to ensure the good quality of education is maintained as the school continues to undergo further development.</li> <li>• Embedded new Schemes of Work including further development of PSHE and Economics to further develop individualised outcomes across all learning.</li> <li>• To continue to implement use of informative feedback for learners and ensure small steps of progress for all students is being made.</li> <li>• All learners will have developed emotional recovery and regulation strategies following the Covid pandemic to enable them to learn and live in our new and evolving society.</li> <li>• To further enhance Induction and develop Wellbeing meetings with teaching staff to enable continuous professional development and enhanced wellbeing for all staff.</li> </ul>

	<ul style="list-style-type: none"> <li>• Developed further a programme of staff training to ensure the good quality of education is maintained as the school continues to undergo further development.</li> </ul>
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## QUALITY OF EDUCATION – ‘GOOD’

### Strengths

Our curriculum at Al Islah Girls High School provides a meaningful and effective education for our students. It provides consistency throughout the school, whilst recognising developmental aspects of learning.

- The headteacher and senior leaders provide a high-quality education that encompasses British and Islamic values.
- The ambitious, well-sequenced curriculum enables pupils to achieve highly in a wide range of subjects.
- The proprietor and governors know where the school’s strengths lie. They have a clear overview of the curriculum’s effectiveness and support leaders’ high ambitions for pupils’ achievement.
- Leaders have developed a broad, interesting, and well-ordered curriculum that helps pupils to know and remember more of their learning.
- Teachers are clear about what content should be taught and when this should be covered. This enables pupils to build on their knowledge as they move through topics and year groups.
- Reading is at the heart of the curriculum. Staff provide additional reading sessions, to support those pupils who are new to the school and need to catch up with their peers. Pupils improve their confidence and fluency in reading across different year groups. Assessment information is used well in most subjects to identify what pupils know and can do.
- Historically, all pupils have attained highly at GCSE level in subjects such as mathematics, English, history, biology, chemistry and physics, making them well prepared for their future learning.
- Typically, all pupils go on to further education, employment or training after leaving the school.
- Pupils understand British values and appreciate the importance of fairness.
- Pupils participate in national and international events, such as Remembrance Day. They celebrate Black History Month, and relish their leadership responsibilities as ‘buddies’, sports captains and prefects.
- Leaders work in close partnership with parents and carers to develop the school’s relationships and sex education policy and curriculum. This aspect of the curriculum is taught by trained staff.
- Specialist visitors are invited into the school to further enhance pupils’ knowledge and understanding. The subject content helps to give pupils the knowledge and capability to take care of themselves and seek support if they need it.

### Areas for Development

- All teachers in the school will be curriculum leaders.
- They will work in curriculum teams.
- In their teams, they will devise schemes of work.
- The Headteacher will oversee each curriculum group.
- Develop further a programme of staff training to ensure the good quality of education is maintained as the school continues to undergo further development.
- Review the curriculum so that it is strong across **every** subject and is the vehicle for and is the vehicle for achieving high aspirations for all our pupils – from Year 7 to Year 11.
- Further involve parents in the Evidence for Learning by enabling them to contribute to partnership learning via SAMs.
- Embed and evidence in the SOW where the overlap of RSE takes place and how it further enhances the teaching of British Values.
- Develop the Curriculum content on the website so it is up to date with the current line of teaching throughout the years.
- To consider the impact of the pandemic on all pupils cognitive skills and provide a range of specific and targeted interventions.

### BEHAVIOUR AND ATTITUDES – ‘GOOD’

#### Strengths

- Pupils enjoy coming to school and do so regularly.
- They form strong friendships with peers and regard the support they get from staff very highly.
- Pupils are respectful to others and make a strong contribution to the calm but purposeful nature of the school.
- Pupils love learning and achieve well.
- They rise to the high expectations that staff have of their behaviour and achievement.
- Pupils told inspectors that they feel very safe in school. They know that they can speak with any member of staff if they are worried about anything. Pupils told inspectors that bullying rarely happens. If it does happen, staff deal with it immediately.
- Pupils are upstanding and active citizens. They know that their views are valued and heard.
- Pupils live the school’s motto, which is, ‘respect, educate and achieve’. This is evident in their conscientious behaviour and attitude to learning.

- Pupils collect funds for various charities and the local food bank.

#### Areas for development

- To continue to be a happy, harmonious place, where behaviour is understood as communication by all staff and unmet needs are quickly identified.
- There should be **no** cases of any incidents of bullying.
- Safeguarding continues to be robust with secure processes and systems firmly in place.
- Pupils actively involve themselves in a range of extra-curricular activities across the school, and these are evidenced. These were started before the pandemic but due to the restrictions in place, we were unable to continue with this.
- Pupils to actively and positively engage in their learning with well-planned and structured lessons.
- Pupils continue to be respectful of others, happy and display a love of learning.
- All permanent members of staff are qualified or working towards a teaching qualification.
- British Values continue to be heavily promoted in SOW, lesson plans, pedagogy of teaching and extra-curricular activities.
- We actively celebrate world and national events and days.
- 'Pupil voice' is actively encouraged through assemblies, Talent Shows, Productions and School Council.
- Pupils continue to feel emotionally and physically safe at Al Islah, and this will be continued to be evidenced through participation in the pupil surveys.
- All pupils to continue to achieve their target grades and make progress.
- The pupils are encouraged to attend school on a regular basis.
- Pupils are supported to communicate their needs and ideas through whichever communication system or device they prefer.
- To provide training programmes as needed to ensure that the outstanding quality of education is maintained.
- To analyse governor, staff and pupil surveys and develop training plan following survey outcomes.

#### PERSONAL DEVELOPMENT – 'GOOD'

##### Strengths

- Pupils benefit from regular, independent and in-school careers advice and guidance.
- Historically, all pupils have attained highly at GCSE level in subjects such as mathematics, English, history, biology, chemistry and physics, making them well prepared for their future learning. Typically, all pupils go on to further education, employment or training after leaving the school.

- Pupils understand British values and appreciate the importance of fairness. For example, pupils know that discrimination based on race, gender, sexuality or religion is wrong. They also understand that they have a role to play in promoting equality.
- Pupils participate in national and international events, such as Remembrance Day.
- They celebrate Black History Month, and relish their leadership responsibilities as ‘buddies’, sports captains and prefects.

#### Areas for Development

- Pupils enjoy a rich and varied curriculum including termly topic cycles and weekly enrichment activities for the new subjects introduced this year such as Economics and Art.
- Residential trips for staff and pupils – possibly abroad.
- The use of technology to enhance learning is heavily promoted.
- Pupils are encouraged to participate in a range of community events to develop their understanding of community cohesion and collaborative working.
- Pupils have strength of voice through the use of their voice as well as participation in School Council meetings.
- SMSC is encouraged through pupils demonstrating a willingness to explore new ideas, such as participation in various sporting events.
- A wide range of clubs to be offered to the pupils across the school.
- The school to continue to have well established systems of pastoral support.

#### LEADERSHIP AND MANAGEMENT – ‘GOOD’

##### Strengths

- Leaders work in close partnership with parents and carers to develop the school’s relationships and sex education policy and curriculum. This aspect of the curriculum is taught by trained staff.
- Specialist visitors are invited into the school to further enhance pupils’ knowledge and understanding. The subject content helps to give pupils the knowledge and capability to take care of themselves and seek support if they need it.
- Staff enjoy working at the school. They are committed to the school’s values and their morale is very high.
- The specialist training available to teachers and teaching assistants supports their teaching practice well. Leaders are considerate of staff well-being and workload.
- The proprietor and governors have worked closely with the headteacher to improve classroom resources and refurbish the science laboratory.
- The recent introduction of teaching assistants has strengthened the support available to pupils.

- The proprietor and senior leaders demonstrate good skills and knowledge appropriate to their roles. They know the independent school standards and ensure that these are met.
- Leaders actively promote the health and welfare of pupils. They also ensure that teachers and other staff have the skills they need to help pupils to gain new knowledge and make progress in different subjects.
- Leaders have a safeguarding policy in place. The policy takes account of the most recent guidelines on keeping pupils safe and is published on the school's website.
- Parents are complimentary about the school. Those who spoke with inspectors and completed the inspection questionnaire said that they are happy with the regular reports they receive on their children's progress.

#### Areas of Development:

- To extend our Careers programme and Curriculum offer in the school to include aspirational outdoor opportunities and achievement of awards such as Duke of Edinburgh alongside our current accredited and non-accredited provision
- To extend the offer of qualifications in English and Maths at Entry 1,2 & 3 to all students who would require this.
- To extend work experience opportunities off site as the restrictions around Covid19 are relaxed.
- Opportunities for staff at all levels to develop their skills and knowledge, including specified training courses. Enhance professional development, including initial teachers.
- Strategic planning project for building development and consideration of offsite premises to increase capacity and enhance opportunities for growing population and demand.
- Implementation of newly appointed leadership team.
- Staff maintain highly professional standards and lead by example
- Appraisals for all teachers encourage, challenge and support consistent improvement and are inextricably linked to promote pupil progress
- Solid process of incident and accident reporting in place electronically and monitored by Safeguarding Governor on a termly basis. Incidences reviewed weekly at SLT Meetings and any interventions implemented

