

Feversham College

Inspection report

Unique Reference Number	133450
Local Authority	Bradford
Inspection number	316125
Inspection dates	17 January 2008
Reporting inspector	Jan Bennett HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Comprehensive
School category	Voluntary aided
Age range of pupils	11–19
Gender of pupils	Girls
Number on roll	633
School	499
Sixth form	134
Appropriate authority	The governing body
Chair	Mr Mohammad Ibrahim
Headteacher	Mrs Tracy McNally
Date of previous school inspection	March 2005
School address	Cliffe Road Undercliffe Bradford BD3 0LT
Telephone number	01274 559500
Fax number	01274 559509

Age group	11–19
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors. The overall effectiveness of the school was evaluated and the following issues were investigated: achievement and standards in 2007; teaching and learning; personal development and well-being; and aspects of management. Evidence was gathered from: discussions with the headteacher, managers and students; observations of teaching and learning; and checking students' work and school documentation. Other aspects of the school's work were not investigated in detail, but no evidence was found to suggest that the school's own assessments, as given in the self-evaluation report, were not accurate. These have been included in this report where appropriate.

Description of the school

Feversham College is a smaller than average voluntary aided faith school for Muslim girls. It attracts students from 31 primary schools across Bradford with the vast majority of students coming from socially and economically disadvantaged areas. The school has a higher number of students eligible for free school meals than is the average. All the students are from minority ethnic backgrounds and 99.7% do not speak English as their first language. The proportion of students with learning difficulties and/or disabilities is average. The school was awarded specialist status for science in September 2007.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Feversham College provides an outstanding education for its students. Very skilful teaching and high quality support enable students to achieve extremely well. Students join the school having attained low standards at Key Stage 2 but they make exceptional academic progress. The school provides a very safe and caring environment in which students can develop and learn. The Islamic ethos is at the heart of everything that the school does and underpins students' commitment, moral purpose and hard work. The personal development of students is outstanding and behaviour is exceptionally good. Students enjoy their education, they are justifiably proud of the school and they are excellent ambassadors. Leadership and management of the school are outstanding and there is a strong drive to keep improving. The school has an excellent reputation in the local Muslim community and it is heavily oversubscribed. Parents who responded to the questionnaire were very positive and supportive of the school.

Achievement is outstanding. Statistical measures, that compare students' progress in Key Stage 3 with that of others in schools nationally, put Feversham College in the top 1%. By the end of Key Stage 3, standards are around the national average overall and significantly above average in English. Students continue to make outstanding progress in Key Stage 4. Standards at Key Stage 4 are good overall and the proportion of students achieving five or more GCSE passes at grades A* to C is much higher than average. Standards in mathematics fell slightly in 2007 but the proportion of students achieving five or more GCSE passes at grades A* to C, including mathematics and English, is close to the national average and has risen by 18% over the last three years. No specific group of students under-performs. Early indications are that the school will meet its specialist science targets for this year.

The personal development and well-being of students is outstanding. In supporting well-being, the school offers excellent care, guidance and support. Students enjoy school very much and speak highly of the very good working relationships they have with staff. Behaviour around school and in lessons is exemplary. The overall attendance rate has improved steadily and it is above average. Students feel very safe and secure in school and there is very little bullying. The school's support for students' social, moral, spiritual and cultural development is excellent and the Islamic ethos permeates every aspect of the school. Students have a good knowledge and understanding of other cultures and religions and benefit from visits to the theatre and other places of interest. Students make an outstanding contribution to the school. The school council is very active and members are involved in interviewing prospective members of staff. One student described the experience as excellent preparation for attending university or job interviews. The school council was instrumental in introducing healthy food options and introducing more opportunities to keep fit. The ansaars, or prefects, act as role models for younger students and help to maintain the very high standards of behaviour around school. Peer mentors and mediators do much to support younger students and those experiencing difficulty. Students are very active fund-raisers for a wide range of charities and for the school. Careers advice is excellent and all Year 10 and Year 12 students go on work experience, providing them with a valuable insight into the world of work.

Teaching and learning are outstanding. Teachers and students have very high expectations and work extremely well together. Teachers plan and structure their lessons very well and include a well-chosen mix of activities that stimulates and maintains interest. Carefully designed tasks meet the needs of students of different abilities. Students respond by working hard and participating enthusiastically in lessons. They are very keen to answer questions and to join in discussions. Teachers in all subjects work hard to extend students' English skills. They provide many good opportunities to practise speaking, reading and writing skills and they make sure that everyone understands any new vocabulary. Teachers have very good questioning skills, which they use to check understanding, to extend thinking and to involve everyone in discussions. They give plenty of praise and encouragement and value all the contributions that students make to lessons. At the same time, they are persistent in their pursuit of precision and clarity, making very good use of follow-up questions to refine answers. Lessons move at a very lively pace and the quality of learning is excellent.

The curriculum is good and it has improved since the last inspection. Music is included and French offered at Key Stage 4. Information and communication technology (ICT) is widely utilised across the curriculum and interactive whiteboards feature in many lessons. The number of computers has greatly increased and a set of laptops is available for use in lessons. Students report that they have very good access to ICT.

Work to enhance science, the school's specialism since September, has already begun. Plans to involve and benefit the local community are being implemented but it is too early to evaluate the impact. The science curriculum will expand next year to include an advanced physics course.

Leadership and management are outstanding. Senior leadership is extremely strong and members of the team work very well together. Many of the middle managers are relatively new in post but they have developed well, both individually and as a team. The school is very good at recognising and developing potential managers. Support for new managers is very effective and they receive good professional development. There are strengthening links with other organisations including local schools and the college. Performance management is excellent and there are very robust systems in place to identify emerging issues and tackle them quickly. Governance is strong and leaders, managers and governors are fully aware of the strengths of the school and areas for further development.

Effectiveness of the sixth form

Grade: 1

The sixth form is managed well as an integral part of the main school. Academic and vocational courses are offered at intermediate and advanced level and a small number of students attend a foundation level programme at the local college. A high proportion of students stay on in the sixth form. Standards are variable but are average overall and the students make excellent progress. As in the main school, the personal development and well-being of the students is outstanding. Sixth formers make a very valuable contribution to the smooth running of the school. Teaching and learning are excellent. The curriculum is developing as the sixth form grows and strengthening links with other schools are enhancing the enrichment activities

available. Support for students is outstanding and systems have been formalised and strengthened to meet the needs of an expanding sixth form. Students receive excellent guidance when applying to university or seeking employment and sixth formers arrange their own work experience. Challenging targets are set and monitored closely enabling any necessary help to be given quickly. Managers are aware of the need to expand the curriculum and the accommodation to meet growing needs and they are putting plans in place.

What the school should do to improve further

- Use the specialist status and developing links with other local schools to further enhance the curriculum.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16–19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	1
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well-being?	2	2
The effectiveness of the Foundation Stage	NA	
The effectiveness of boarding provision	NA	
The capacity to make any necessary improvements	1	1

Achievement and standards

How well do learners achieve?	1	1
The standards ¹ reached by learners	2	3
How well learners make progress, taking account of any significant variations between groups of learners	1	1
How well learners with learning difficulties and disabilities make progress	1	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners adopt safe practices	1	
How well learners enjoy their education	1	
The attendance of learners	2	
The behaviour of learners	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
How well are learners cared for, guided and supported?	1	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively leaders and managers use challenging targets to raise standards	1	
The effectiveness of the school's self-evaluation	1	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

Annex B



18 January 2008

Dear Students

Inspection of Feversham College, Bradford, BD3 0LT

I would like to thank you for the welcome and hospitality you gave me on my recent visit to your school. I would particularly like to thank the students who attended the meeting and the three students who gave me a very informative tour. Clearly, you are very proud of your school and rightly so, it is outstanding.

Here is a summary of my findings which I hope will be of interest to you.

Achievement is outstanding. Many of you attained lower than average standards in your previous school but you make excellent progress at Feversham. The proportion of you achieving five or more GCSE passes at grades A* to C is much higher than average.

Your personal development is outstanding and the Islamic ethos pervades all aspects of the school. You are developing very strong moral and spiritual values and a very good awareness of other cultures and religions. Behaviour in and out of lessons is exemplary and you clearly enjoy school. You make a very valuable contribution to the school through the work of the ansaars, the school council and the peer mentors and mediators. The care guidance and support that you receive is of the very highest quality.

The quality of teaching and learning is outstanding. Lessons are extremely well planned and managed. They include a wide variety of activities to challenge and engage you and move at a very lively pace. You work very hard, participate well and make very valuable contributions to lessons.

The curriculum is good and continues to develop. A priority for the school is to use local partnerships and the recently awarded specialist status to enhance the curriculum further.

The senior leadership team, managers and the school governors are doing an excellent job. They know the school well, take effective action when necessary and are always looking for ways to improve.

I would like to congratulate you on being part of such an outstanding school and wish you well for the future.

Yours sincerely

Jan Bennett HMI