

## **FEVERSHAM COLLEGE**

Inspection Report

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**Local authority:** Bradford  
**Inspected under the auspices of:** AMS UK  
**Inspection dates:** 2 October 2017  
**Lead inspector:** Hasina Varachia

This inspection of the school was carried out under section 48 of the Education Act 2005.

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<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy
<b>Age range of pupils</b>	11-18
<b>Gender of pupils</b>	Girls
<b>Number on roll</b>	778
<b>Appropriate authority</b>	The Governing Body
<b>Chair</b>	Ali Jan Haider
<b>Headteacher</b>	Clare Skelding
<b>Date of previous school inspection</b>	22 January 2013
<b>Address</b>	158 Cliffe Road Bradford BD3 0LT
<b>Telephone number</b>	01274 559 500
<b>Email address</b>	administrator@fevershamcollege.com
<b>School website</b>	www.fevershamcollege.com

# Introduction

## Inspection team

Lead Inspector: Hasina Varachia

Team Inspectors: Mona Mohamed, Yusuf Seedat and Mohammad Asad

This inspection was carried out by a team of four inspectors. They visited lessons or parts of lessons including observing Guidance and Support Time, *salah*, break time and lunch time. They held meetings with the senior leadership team, staff, parents and groups of pupils. A telephone meeting was held with the lead governor for RE. Inspectors observed the school's work and looked at a range of documentation, including pupil's written work, planning of the RE (Religious Education) and PSHCE (Personal, Social, Health, Citizenship Education) curriculum, various school self-evaluation documents, the schools' RE Development Plan and parent questionnaires. In accordance with the protocol that exists between DFE and AMS UK (Section 48), the lead inspector reviewed the school's recent Ofsted inspection report.

The inspection team looked at the following in detail:

- The religious education (RE) curriculum
- The progress pupils make in RE
- The quality of teaching in RE
- Leadership and management for RE
- Spiritual, moral, social and cultural development (SMSC), including collective worship.

## Information about the school

In 1994, Feversham College evolved from Bradford Muslim Girls Community School, an independent school with 26 girls on roll. The College acquired voluntary aided status in 2001 and converted to become an academy in August 2011. The academy has expanded significantly in recent years. Feversham College is under the trusteeship of the Muslim Association of Bradford which appoints most of the governors. The academy directors, staff and parents and carers work together to educate girls in the context of the Islamic Sunni faith as a way of life. Feversham was awarded Teaching School status in 2012 and is in partnership with Skipton Girls High School in the Northern Lights Teaching Schools Alliance.

All students are from minority ethnic backgrounds. The proportion of students for whom the academy receives pupil premium funding is well above average.

## Inspection judgments

<b>Overall effectiveness</b>	1
<b>The achievement of pupils in their religious education.</b>	1
<b>The quality of teaching and learning.</b>	1
<b>The effectiveness of leadership and management of religious Education, including the role of the school's governing body in RE.</b>	1
<b>The extent to which the religious education curriculum meets pupils' needs.</b>	1
<b>The extent of pupils' spiritual, moral, social and cultural development including the daily act of collective worship.</b>	1

### **Overall effectiveness: the quality of religious education provided at Feversham College is outstanding because:**

As part of its' mission statement, the college aims to... *'Provide the students with a learning environment which nurtures and strengthens their faith (Imaan) in order to build a firm foundation for future development and for their involvement as active members of the Islamic Sunni faith and of society as a whole, according to the Qur'an and Sunnah.'* (conduct of the Prophet Muhammad peace be upon him). The college is highly successful in meeting this aim.

Pupils demonstrate excellent learning qualities and as a result make excellent progress throughout the college. They are receptive, alert, articulate and motivated. The quality of teaching is characterised by a genuine passion for the subject and great enthusiasm within the classroom which ensures that pupils' learning is outstanding.

Pupils' personal development is excellent. They are confident and happy pupils with a genuine concern and respect for both peers and staff. They are socially aware as a result of the diverse range of activities that pupils experience which promotes deep-rooted understanding of other cultures. The quality of care provided by the college is excellent as are the standards of pupils' behaviour. Thorough communication between home and the college demonstrates the excellent care and interest shown by the staff. Pupils views are routinely sought through the College Council.

Appropriate safeguarding arrangements are in place demonstrating that safeguarding the welfare of the pupils is of utmost concern. The college works closely with the Safer Schools Partnership.

The head teacher, other leaders and governors have ensured that RE, collective worship and the curriculum are deeply informed by Islamic values which contribute strongly to

pupils' spiritual, moral, social and cultural development. College displays reinforce these messages exceptionally well.

Pupils report that they feel very safe in college and incidences of bullying are extremely rare.

Attendance is given high priority and as a result, attendance in 2016 was above 95%.

The RE curriculum is rich and exciting and provides many invaluable opportunities for pupils to develop as British citizens. Relationships with other schools, local faith groups and the wider community are extremely strong.

Pupils demonstrate their respect and learning of Islam through the many practical experiences the college provides. Annually, charity work raises significant funds for local, national and international communities and supports a number of very worthy causes. Pupils deeply value these opportunities with one pupil sharing with inspectors, *'We visited the homeless and this taught us to appreciate all that Allah has given us.'*

Fundamental British Values are promoted effectively throughout the curriculum, assemblies and displays. Pupils demonstrate an excellent understanding of these values.

Daily activities and collapsed timetable events contribute strongly to pupils' spiritual development as does the quality of collective worship. Collective worship is an essential part college life and engages the whole college community whilst numerous other opportunities allow pupils to reflect on Islamic values and how these relate to their own lives. As a result, it makes an outstanding contribution to the spiritual development of the whole college community.

## **The achievement of pupils at the school in their religious education is outstanding because:**

Pupils show high levels of knowledge and understanding. They are mature and frequently demonstrate initiative. For example, when responding to written feedback.

They are articulate and think independently and relish discussing their ideas in lessons. Pupils' ability to think, to be creative and original is seen in a variety of formats including their written work which is well organised and neatly presented.

Pupils are enthusiastic learners and they show a great sense of enjoyment in meeting creative challenges such as during their recent drama performance with the Royal Shakespeare Company. They are focused in lessons and listen attentively. They work exceptionally well individually and in collaboration with each other.

The able achieve their potential through activities and strategies devised to stretch them intellectually. Pupils with SEND are well supported in lessons and as a result make secure progress, in line with their peers.

GCSE RE results show that pupils are achieving exceptionally well and annually exceed national figures. In 2016, the college was recognised by the Schools, Students and Teachers network (SSAT) for gaining a place in the top 20% of non-selective schools nationally for attainment and the top 10% for progress. It has also been recognised for its' success in achieving high levels of performance for students eligible for the pupil premium.

Teaching is strongly supported by assessment systems which ensure that all pupils' progress is carefully monitored and swift action is taken when it is identified that extra support is needed.

The main library is well established and has a number of Islamic reading and RE books for use.

Parents are fully informed of their daughter's progress through the very well designed planner, review meetings, phone calls, reports and parents' evenings. They are provided with timely information on how well their daughter is progressing in relation to expected standards, although more subject focused comments in end of year reports would provide pupils and parents with clearer information about the areas in which pupils are doing well and where they need to improve. The college itself is aware of this area for improvement.

## **What needs improvement?**

- Provide subject focused comments in end of year reports so that pupils and parents can be clear on areas of strength and areas for development.

**The quality of teaching and assessment in the school is outstanding because:**

It is highly effective in enabling pupils to develop their skills and further their knowledge and understanding. All lessons seen by inspectors were lively and challenging.

Teaching fosters a sense of pride in personal achievement and an outstanding work ethic. Well-paced and stimulating teaching is successful in producing an enthusiastic response in lessons. Pupils thrive on opportunities to think for themselves and engage in discussion, where they display confidence and poise. Teachers build skilfully on pupils' excellent behaviour and harness their enthusiasm and willingness to promote rapid progress.

Teachers' excellent subject knowledge and questioning skills, probes for deeper knowledge and understanding, which encourages pupils to think, analyse and draw conclusions. In these lessons, teaching demonstrates imagination and creativity, further enthusing the pupils and developing a strong context for their learning. A very close eye is kept on the progress pupils make in lessons.

Teachers show passion for their subject and clearly enjoy sharing their interest and knowledge with pupils. Their enthusiasm engenders interest and curiosity. For example, during an outstanding Year 11 lesson which addressed the Biblical account of creation, where pupils were able to examine the creation story and the importance it holds for Christians today. In this lesson, pupils made excellent comparisons to the belief of creation in Islam.

Parents and pupils also praise the quality of teaching. One parent said of teaching staff, '*These teachers are irreplaceable. Teachers do such a wonderful job that pupils love all subjects.*'

Planning is effective in helping pupils to make outstanding progress. Teachers use a range of activities and approaches to enhance learning and ensure that pupils are engaged and excited. Resources are imaginative and varied and teachers take advantage of new technologies to make lessons more accessible and lively.

Work is marked frequently, accurately and thoroughly. Teachers provide constructive advice for improvement, setting targets for development that are attainable but challenging. Pupils respond extremely well to challenges set.

**The effectiveness of leadership and management of Religious Education is outstanding because:**

There is a robust self-evaluation programme in place, underpinned by key performance measures that continue to secure outstanding outcomes for all pupils. The Islamic ethos is firmly embedded within performance management targets for staff and is supported by tailored professional development. This has had a thoroughly positive impact on pupil outcomes, behaviour and personal development.

The curriculum is reviewed by governors and senior leaders to ensure it provides breadth and balance whilst meeting the needs of all pupils. The wider curriculum including the Guidance and Support Time and extra-curricular activities have a thoroughly positive impact on the personal development of pupils ensuring they are ready to fulfil their future aspirations.

The RE curriculum provides numerous opportunities for high quality learning experiences and pupils are thoroughly engaged in their learning as a result.

The head teacher, other leaders and staff support the colleges' strong Islamic values which enhance the educational experiences of all pupils and this has a strong impact upon standards.

Governors are highly committed to serving the college and maintain a clear, strategic role in shaping the development of the college which has resulted in strengthening the faith ethos of the college. Governors ensure there are appropriate systems in place to monitor and support its' provision and ensure the safeguarding of pupils.

Reports are regularly provided by the head teacher to governors. This ensures governors are kept regularly updated on developments and those areas which may be causing concern.

Leaders have worked very hard to ensure there is a clear focus on improving teaching and learning at all levels and providing clear professional development opportunities for all teaching staff. By its' frequent monitoring of the quality of teaching, as well as of pupils' learning, the college has established a practice of probing enquiry in lessons rather than of delivery and acceptance. As a result, teaching is outstanding.

The college has excellent relationships with parents and they value the regular communication the college has them. They welcome the opportunities provided to pupils to develop their leadership skills with one a parent sharing that her daughter has learnt to be more patient as a result of mentoring younger pupils. All parents agree that Islamic values are fully embedded into college life. All parents spoken to by inspectors would recommend the college to other parents.

Pupils awareness of other cultures is strong. There are numerous opportunities afforded by the curriculum and by visits for pupils to explore cultures different from their own. External speakers further enrich pupils' experiences and relationships with other schools

strongly promotes their cultural awareness. The college has welcomed visitors from many countries including Japan, Indonesia and Holland.

Each year, the pupils participate in activities that celebrate key cultural events in the British calendar including Remembrance Day and Black History Month. These experiences have enabled the college to strengthen and develop the Fundamental British Values taught already to pupils throughout the curriculum.

College leaders and governors firmly challenge all types of extremism. All staff receive regular safeguarding updates and WRAP training takes place annually.

**The extent to which the religious education curriculum meets pupils' needs is outstanding because:**

In addition to the daily act of collective worship, *salah*, the RE and wider PSHE curriculum contributes significantly to the spiritual and moral development of pupils. When pupils join in year 7 an induction programme introduces them to the Islamic ethos and etiquettes of *wuudu*, (ablution) *adhaan*, (call to prayer) and *salah*. By the time they reach the sixth form not only do pupils participate with reverence and devotion but they make a very active contribution in the smooth running of collective worship and the non-*salah* curriculum.

The organisation of *salah* ensures that it is a peaceful and reflective time for the whole college community with all pupils and staff fully engaged during the collective worship. Pupils participate with humility and concentration. For those pupils validly excused from *salah*, an alternative curriculum is in place. This is led by the Islamic Society under the guidance of staff and strongly supports the spiritual development of pupils. All pupils are equipped with a *d'ua* (supplications) book to help them engage in regular and meaningful remembrance of Allah, *dhikr*. Pages in the planner also encourage pupils to integrate *dhikr* into their daily worship and monitor their own progress.

Pupils are given many opportunities to focus on their spiritual development through celebrations of Eid, special assemblies and collapsed timetable days. Qur'anic recitation, nasheeds (Islamic songs) and key themes such as the five pillars, modesty and *Tazkiyah*, purification of the self, have a prominent role in these events. These opportunities deepen pupils' understanding and practice of Islam. Pupils also set Islamic development targets as part of the pupil self-review process.

The RE curriculum is broad and balanced and encompasses all the major faiths. The college had adopted the SACRE's scheme of work and is appreciated by all parents who responded to the inspection questionnaire. It provides pupils with a range of Islamic disciplines including, knowledge and understanding of *Tawheed* (oneness of Allah), *fiqh* (theology) and *Seerah* (life of the prophet Muhammad, peace be upon him) as well as learning about religions other than their own.

The carefully selected and planned Hadeeth (thought) of the week promotes universal human values and good character, applicable to all faiths and none. During observations of Guidance and Support Time, inspectors saw that pupils were able to skilfully explore their thoughts and feeling about the *Hadeeth* of the Week which during the inspection, encouraged pupils to be kind and merciful to others.

**The extent of pupils' spiritual, moral, social and cultural development is outstanding because:**

The quality of the pupils' spiritual, moral, social and cultural development is integral to the work of the college. It guides the college ethos, systems and policies with opportunities for spiritual development embedded across the whole day and curriculum.

In a discussion with the inspectors, pupils said that they enjoy and learn a lot from the daily collective acts of worship as they help pupils to grow in faith, especially the recitation of *duas* in lessons which helps them to focus on what they are about to learn. All pupils read or listen to recitation of *Surah Al-Kahf* every Friday.

Pupils' social development is excellent. They thoroughly enjoy learning about their faith and reflect confidently on their experiences which helps to inform their perspective on life. Pupils have played an active role in fundraising for charities with a recent collection for the Rohingya refugee crisis raising over £1400. Over £20,000 has been raised for various charities over the last three years demonstrating pupils' clear empathy for those in need. Pupils have also contributed to collections for the Winter Drive, local homeless charities and food-banks.

Pupils are proud to contribute to the society of the college and use their imagination and creativity to help plan, organise and deliver stimulating assemblies and fundraising activities for their house charities as well as other whole college events such as Islam Morning, Presentation Evening and Eid celebrations.

Pupils moral awareness is excellent. Their behaviour is exemplary, and they have a mature sense of right and wrong. For example, pupils have been keen to take up leadership opportunities to raise awareness of various causes including, as the ECO and Anti bullying ambassadors, Fair Trade representatives and Sports Leaders.

Pupils' moral and ethical views are developed across the curriculum through debate and discussion, particularly in RS, PSHE, science, the humanities and the pastoral programme. They discuss human rights and moral issues openly and strongly. The Thought of the Week encourages pupils to be reflective of their actions and recognise the difference between right and wrong. National safeguarding events such as Anti Bullying and E-safety weeks are embedded securely into college life and pupils speak with confidence about these areas.

Pupils' cultural development is excellent. They have been many opportunities for pupils to develop their social skills in different contexts and with a diverse range of people in and outside the college. Pupils develop respect for the rights of others to hold views different to their own. Through the Royal Shakespeare Company pupils collaborated with pupils from a range of other schools to perform a play for a mixed external audience. Pupils regularly participate in sporting events with other local faith and non-faith schools. A significant number of visits provide further opportunities to interact with

people from different backgrounds. Recent examples include, a joint Duke of Edinburgh expedition, theatre visits and attendance to the Women of the World conference.

These links with other schools and various organisations provides strong opportunities for interaction, bringing awareness and understanding of pupils' own and others' beliefs, and respect and tolerance for everyone.

## Glossary

What inspection judgments mean

<b>Grade</b>	<b>Judgment</b>	<b>Description</b>
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	A school requiring improvement is not providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. AMSUK inspectors will make further visits until it improves.