

Feversham College

158 Cliffe Road,
Undercliffe,
Bradford,
BD3 0LT.

Local Authority: Bradford

Dates of inspection: 22 January 2013

Date of last inspection: This is the college's first Section 48 inspection

Headteacher: Miss Clare Skelding

Lead Inspector: Mr Mohammad Ismail

Team Inspector: Mrs Mona Mohamed

College Context

Feversham College serves the Muslim community of Bradford and the surrounding area. It is located in the community and at present there are 636 girls on roll. The demand for places is high. The college came about due to the efforts of the governing body at Feversham College a large percentage of whom are from the Muslim Association of Bradford (MAB). Bradford Muslim Girls Community School was established in September 1984 as an Independent school with 26 girls on role. The passion to develop an Islamic school which delivered high quality education culminated with the birth and development of Feversham College in 1994. The College acquired Voluntary Aided Status in 2001, a landmark in the College's journey which has since resulted in:

- Designated specialist Science and Mathematics status in 2007.
- An Ofsted rating of outstanding (2008).
- Conversion to Academy status in 2011.
- Opening of a 39 place, 0-5 year old nursery in 2011 (rated outstanding by Ofsted in 2012).
- The Award of Teaching School Status (2012)
- Becoming Leadership development school for the National College.
- Membership of The Leading Edge Partnership programme.
- International School Award.

The distinctiveness and effectiveness of Feversham College as a Muslim school is Outstanding

The college leadership team and the governing body ensure that the Islamic ethos of the college is strongly reflected in the college's community. MAB the foundation body through its ethos subcommittee, the headteacher and religious studies team with excellent support from staff and students ensure that all aspects of the Islamic values are upheld. The leadership team has a clear vision full with ambitious commitment of achievements for all learners. The whole college community is expected to adopt and demonstrate the highest values of care and Islamic manners. The relationships are based on respect where new students easily adapt to the school's Islamic life. Each class and session starts with supplication and the greeting of peace for each other. (*Zuhur salah*) Midday prayer (collective worship) provides time for spiritual reflection. All aspects of the school are reflected by Islamic spirituality. The school's Outstanding teaching and curriculum result in excellent standards. All areas of the curriculum are

linked with Islamic teaching. Students are encouraged to give charity. The whole college is decorated with beautiful Islamic themes, which create a spiritually reflected environment. Students' work in art and science shows students' spiritual reflection. All adults are excellent role models. Students' behaviour in the lessons and around the college was outstanding. It is an excellent multi-faith and multicultural community. Students are assertive and well aware of their rights and responsibilities as British citizens. They have a college council. Their views are taken into account in any decision making process. Visits to places of cultural importance are planned and the college regularly invites external speakers to talk to the students. The college enjoys the full support of parents and the local community. The college maintains close links with local mosques, schools and faith communities.

Established strengths

- Outstanding behaviour.
- Outstanding impact of collective worship.
- Outstanding leadership and management support.
- Outstanding Islamic teaching, curriculum and excellent pastoral care.
- All adults in the college community are excellent role models for pupils.
- Science is strongly linked with Religious Studies (RS).

Focus for development

- Maintain the college's outstanding academic and spiritual achievements and standards by monitoring and evaluation of the RS provision.
- Work on establishing a purpose built new prayer hall (masjid) to enhance students' spirituality aspect.
- Organise visits to places of cultural importance to enhance students' knowledge of cultures and communities different to themselves.
- Acquire resources to effectively obtain the accreditation for the college's *tajweed* programme.

The college, through its distinctive Islamic character, is outstanding at meeting the needs of all learners

There is a robust monitoring and evaluation system in place to ensure that all learners' spiritual, social and academic needs are fully met. The college is fully committed to its mission statement. It provides an outstanding learning environment for its students, which is based on the Holy Quran and the blessed *Sunnah* (traditions of the Prophet PBH). This excellent environment provides students with an opportunity to strengthen their *imaan* (beliefs), strive to build *taqwa* (piousness) and reach to the level of *ihsaan* (spiritual consciousness). As a result, this has become a strongly reflective environment where students enjoy their education. In addition, there is an outstanding enrichment programme *ilm to amal* (knowledge leading to practice) which offers students the opportunities of spiritual and religious reflections on contemporary ethical and moral issues. The college ensures that its students are fully aware of their important role in the society as British Muslims with pride in their faith and culture. Most students go onto higher education with the best spiritual and academic achievements. They become assertive and active members of their communities. Students, who are in need of it, are provided with extra support. Resources are of a good quality and quantity. Students' behaviour is outstanding and the whole college community is reminded of its core expectations RESPECT. The stressed students are effectively helped through the counselling programme 'Islamic stress buster' to relieve their stress through *dhikr* (the remembrance of Allah). There are four pastoral houses and each of them selects a charity of their choice to help the community. This helps students to raise their awareness of helping others nationally

and internationally. The headteacher, head of RS and other members of the team are excellent role models for students. The leadership team conduct regular meetings to assess, evaluate and plan accordingly. Parents are also involved in their children's learning process through regular meetings, newsletters and the college's website. Various parents' events are also held throughout the year. Relationships with other faith schools are good. Plans are in place for visits to different places of cultural and religious importance. There is a prayer facility, and a fully equipped *wudoo* (pre prayer ablution) facility. Students expressed their love and affiliation for the college. They enjoy taking part in the *Zuhur* prayer. Students' work shows that they are making outstanding progress. There is an effective assessment and marking system in place. The college is making an excellent and valuable contribution towards community cohesion locally, nationally and globally. The college received The International School Award.

The impact of collective worship on the school community is outstanding

Every lesson starts and ends with a supplication. The college collective worship after midday prayer (*zuhur salah*) is appropriately organised. Call to prayer (*adhan*) is played which beautifully creates the sense of spirituality. Students use purpose built pre-prayer washing facilities to make their *wudoo*. After *wudoo* the students enter in the prayer hall which is kept nice clean and beautifully organised. Excellent guidance and a reminder about preparation and conduct during *salah* time are explicit in the students' planner. Displays of Qur'anic verses and (*hadith*) saying of the Prophet (PBH) around the school and in the prayer area strongly reflect the college's ethos. This environment helps in the spiritual reflection on the students. They come and sit in rows orderly. They offer their prayers with concentration and devotion. The Islamic Society (the college council) organises the whole activity with help and guidance from the RE team and other members of staff. Meanwhile two students from the sixth form deliver short sessions with Islamic guidance on anger management. All students were reflected by the whole session and their behaviour was outstanding. As a result of this outstanding provision the students were found to be courteous and respectful. They greeted each other and visitors with the greeting of peace. The school also organises sessions for the recitation of the Holy Qur'an and *nasheeds* (Islamic songs) at various times of the year.

The effectiveness of the religious education is outstanding

The college RS curriculum is broad and balanced and it effectively meets the religious needs of its students. The curriculum includes Qur'an with the rules of *tajweed* (the correct recitation of Qur'an) *tafseer* (interpretation), a selection of *hadith* (traditions narrated from the Prophet Muhammad, peace and blessings be upon him), aspects of *fiqh* (theology), Islamic history, manners and *nasheeds* (Islamic songs). At Key Stage 4 the college appropriately follows the syllabus 'Religion and Life', based on the study of Islam. At Key Stage 5 the college follows the syllabus covering Islamic subjects of *Seerah* (the life of the Holy Prophet Muhammad PBH). The curriculum is enhanced with contemporary studies of 'the World Religions and Challenges to Religious Authority', which enable students to meet modern day challenges. Special Educational Needs are effectively addressed. Teaching in RS is outstanding. Islamic ethos is at the heart of teaching in RS. Teachers plan and deliver their lessons professionally. They have high expectations from their students and their subject knowledge is excellent. Students' progress is recorded and shared. There is a robust marking and assessment policy in place and parents are regularly informed about their daughters' progress. Teachers in RS are qualified with subject specialism. Students in RS are making outstanding progress with excellent results. The college's library is well resourced and is continuously reviewed and updated. The RS

curriculum is linked across with other areas of the curriculum.

The effectiveness of the leadership and management of the college as an Islamic college is outstanding

The college's founding body the Muslim Association of Bradford which represents different sections of the community enhances the provision by offering a variety of skills. The college ethos subcommittee deals with Islamic spirituality and RS needs. The committee has access to leading scholars and local imams. The governing body through its ethos committee ensures that the college's Islamic ethos is vigorously maintained in all aspects of college life and that attainments are outstanding. The headteacher with the head of RS through valuable support from an advisor provides a clear steer for the spirituality provision. As a result the college has become distinctively a well established Islamic community. It enjoys strong support from parents and carers. The local Muslim community and the wider community support the college. The spiritual, moral and cultural development of students' behaviour is outstanding. The leadership has a clear vision for the future of RS. The college's development plan considers spiritual needs. There is a good focus on Students' economic well being in the plan. The college's own assessment and evaluation system is effective. The leadership team ensure the effectiveness of weekly staff meetings, regular team meetings, lesson observations and staff professional development. The school accommodation is a newly designed beautiful building, which is kept nice, clean and appropriately decorated. Classrooms are extremely well prepared with all the latest expectations. The playground is appropriately decorated according to the college's needs. Managers, staff and students express their happiness and joy with the college's ethos.

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