



PRESTON MUSLIM GIRLS
HIGH SCHOOL

Education with Patience Modesty Gratitude Humility Sincerity

Ofsted December 2022

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“Pupils’ academic achievement are unwaveringly high for every pupil. Pupils...achieve exceptionally well.”




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Inspection of an outstanding school: Preston Muslim Girls High School

Deepdale Mill Street, Preston PR1 5BY

Inspection dates:

13 and 14 December 2022

Outcome

Preston Muslim Girls High School continues to be an outstanding school.

What is it like to attend this school?

A calm and respectful atmosphere pervades Preston Muslim Girls High School. Pupils' conduct reflects the school's values of patience, modesty, gratitude, humility and sincerity. Pupils are kind to each other and they show respect for staff and visitors to the school.

Leaders' expectations for pupils' academic achievement are unwaveringly high for every pupil. This includes those pupils with special educational needs and/or disabilities (SEND). Pupils, including those who are disadvantaged, achieve exceptionally well.

Similarly, leaders and staff expect the best of pupils' behaviour. Pupils are proud of the rewards that they receive in recognition of how well they behave. They are supportive of their classmates and they celebrate the successes of their peers.

Pupils learn about different types of bullying and how to report it. Leaders deal with any incidents of bullying swiftly and effectively. This helps pupils to feel safe in school. For example, some pupils described the school as their 'safe bubble'. Pupils said that they are happy to arrive at school each day.

Leaders place great emphasis on the importance of pupils' wider personal development. To this end, there is a myriad of leadership roles that pupils are keen to apply for. These include acting as literacy ambassadors, prefects and spiritual leaders. Added to this, pupils value and make the best use of the many lunchtime clubs on offer, such as art for mindfulness.

What does the school do well and what does it need to do better?

Leaders have ensured that the curriculum is suitably ambitious for pupils. For example, a high proportion of pupils in key stage 4 study the English Baccalaureate suite of subjects. Pupils are incredibly well prepared for the next stage in their education and/or training.

Leaders have thoughtfully designed the curriculum so that pupils' learning builds logically and securely over time. Teachers are clear about the important concepts and knowledge that pupils should learn to deepen their understanding. Teachers use their strong subject knowledge to deliver new content with clarity and considerable expertise.

Teachers are adept at checking whether pupils have understood earlier learning. They use assessment strategies well to identify where pupils' learning is less secure. Teachers address any misconceptions swiftly. They design appropriate activities to ensure that pupils have sufficient opportunities to revisit and recall prior learning.

Leaders have prioritised reading across the curriculum. For instance, they have ensured that pupils are well informed about wider reading opportunities across subjects. Staff encourage pupils to read often and pupils make frequent use of the library. Leaders are swift to identify any pupils who have gaps in their reading knowledge. Staff support these pupils well so that they catch up in reading quickly.

Leaders quickly identify the needs of pupils with SEND. Staff receive detailed information on how best to support this group of pupils. Teachers implement these support strategies effectively in lessons.

Pupils' behaviour during lessons is impeccable. They display highly positive attitudes to their learning. Pupils follow teachers' instructions diligently. Learning is hardly ever disrupted by poor behaviour.

Leaders provide ample opportunities for pupils' wider development. Pupils' experiences are enriched far beyond the classroom. They partake in, and enjoy, an extensive range of visits. For instance, during a recent trip to Howarth, pupils learned about how the Bronte sisters overcame adversity.

Staff play an integral part in preparing pupils for life in modern Britain. They cultivate pupils' understanding of the world around them. Leaders have given careful thought to the careers programme. This ensures that all pupils benefit from meaningful experiences of the workplace and successfully prepares pupils for their next steps.

Pupils learn about different faiths and religions. They are compassionate and generous. For example, pupils raised a considerable amount of money last year for charitable causes.

Staff find leaders approachable. They reported that leaders are considerate of their workload. For example, leaders have adjusted some deadlines following consultation with staff. Staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have completed the relevant safeguarding training to enable them to spot the signs that a pupil may be at risk of harm. Staff work closely with other agencies to secure timely support and help for pupils, when needed.

Leaders have created a culture where pupils are confident to speak out and report any concerns. Pupils know that they will be taken seriously and that they will be supported well.

Through the curriculum, pupils learn how to keep themselves safe. For example, they learn about the features of healthy relationships, sexual harassment and sexual violence in an age-appropriate way.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in November 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	136801
Local authority	Lancashire
Inspection number	10240540
Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	578
Appropriate authority	The governing body
Chair of governing body	Arif Isap
Headteacher	Rehan Patel
Website	www.pmghs.com
Date of previous inspection	22 and 23 November 2016, under section 5 of the Education Act 2005

Information about this school

- The school's last section 48 inspection was in January 2018.
- Leaders do not make use of any alternative provision for pupils.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, other senior leaders, heads of faculty, staff and governors.
- Inspectors spoke to many pupils about their experience of school life and their views on behaviour and bullying. Inspectors also observed pupils' behaviour during lessons and at breaktimes.
- Inspectors checked the school's safeguarding policies and procedures, including the recruitment checks made on staff and governors. Inspectors met with leaders, governors, staff and pupils to evaluate the culture of safeguarding in the school.

- Inspectors reviewed a range of documentation, including that relating to safeguarding, leaders' behaviour records, self-evaluation documents and minutes of meetings held by those responsible for governance.
- Inspectors carried out deep dives in the following subjects: French, science and art and design. For each deep dive, inspectors spoke to heads of faculty, visited a sample of lessons, spoke to teachers, spoke with pupils about their learning and reviewed samples of pupils' work.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses.
- Inspectors considered the responses to Ofsted's online surveys for pupils and staff.

Inspection team

Jenny Jones, lead inspector

His Majesty's Inspector

Michael Pennington

His Majesty's Inspector

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