

# Inspection of Paradise Primary School

1 Bretton Street, Dewsbury, West Yorkshire WF12 9BB

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Inspection dates: 1 to 3 March 2022

**Overall effectiveness** **Good**

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| The quality of education                               | <b>Good</b>        |
| Behaviour and attitudes                                | <b>Outstanding</b> |
| Personal development                                   | <b>Outstanding</b> |
| Leadership and management                              | <b>Good</b>        |
| Early years provision                                  | <b>Good</b>        |
| Overall effectiveness at previous inspection           | Inadequate         |
| Does the school meet the independent school standards? | <b>Yes</b>         |

## **What is it like to attend this school?**

Leaders have an unwavering determination to provide for pupils' academic success and to develop their character. This is well understood by all staff. The school's Islamic ethos and commitment to ensuring pupils respect others lead to the school being a harmonious place. Pupils are well prepared for life in modern Britain. Pupils get on well together. They have confidence that if there are any issues, staff will help them to sort them out. As a result, pupils feel safe in school.

The school's motto, 'In pursuit of excellence', is evident in all aspects of the school's work. Pupils' behaviour is impeccable. They work hard and achieve well. The school's curriculum is enriched with frequent visits to interesting places such as the Bagshaw Museum and Magna Science Adventure Centre.

The school is at the heart of the community. Relationships with parents are strong. They say such things as 'we are lucky to have this school on our doorstep'. Pupils contribute to their community by litter picking, donating to the local food bank and gardening in the local care home. Visitors to school, such as the local councillor, provide further opportunities for pupils to learn about the community they live in.

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

The school's broad curriculum is designed around the principles of the national curriculum. Leaders have also established a specialist curriculum to help pupils to develop their knowledge of Islam. In most subjects, well-considered schemes of work are in place. Teachers explain knowledge clearly and adapt lessons and resources to ensure that pupils learn and remember more.

Pupils begin to develop the knowledge they need for reading as soon as they start school. Pupils learn to read fluently at an impressive pace. Almost all are confident readers by the end of key stage 1. Leaders develop pupils' enjoyment of reading by providing a range of exciting books for them in the school's library. Adults read frequently to pupils. Older pupils regularly read to younger pupils during daily reading time. Pupils show they understand what they are reading by completing regular quizzes about the books they read, which they say they really enjoy.

The curriculum for mathematics is well implemented. Teachers revisit important content and provide opportunities for pupils to apply their mathematical knowledge to real-life situations. This helps pupils to remember what they are learning. Pupils in the early years develop the confidence and knowledge they need to help them be ready for learning in subsequent years.

Leaders have developed a rigorous system to check that pupils have remembered the subject content they are taught in English and mathematics. Governors check this process to ensure that all pupils are achieving well. Leaders quickly identify if pupils need extra help with their learning. Individual learning plans are written by teachers and shared with parents, giving them advice about how they can help their

children at home. In school, these pupils take part in regular sessions to help them to learn any subject content they might struggle to remember. Leaders ensure that pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders seek advice from relevant outside agencies and create detailed plans that give staff advice about how to help these pupils in school.

The curriculum for some subjects, such as geography and history, is not as precisely planned as it is for English and mathematics. Leaders have not been as specific in defining the subject content that pupils should learn or the order in which they should learn it. As a result, pupils do not achieve the same depth of understanding in these subjects that they do in English and mathematics.

Provision for the personal development of pupils is exemplary. A well-structured and well-taught curriculum is in place for personal, social, health and economic education. This includes the content prescribed by the statutory guidance for relationships and sex education. Regular celebrations of diversity, such as Black History Month, teach pupils about notable figures who have fought for equality, such as Mary Seacole and Rosa Parks. Pupils understand the different relationships that exist in modern Britain. Provision for pupils' spiritual development is a key strength. Pupils lead daily prayers for their peers. Leaders ensure that pupils are provided with effective pastoral support.

The well-implemented behaviour policy results in pupils demonstrating exemplary behaviour. Pupils are motivated to work hard, show respect and attend well by earning masjid points. Rates of absence are low. When necessary, the school's behaviour leader works with pupils to help them to understand how to improve their behaviour.

Teachers are proud to work at the school. They say that leaders, including governors, look after them well and are considerate of their workload. Governors have a deep understanding of all aspects of the school. They ensure the school complies with the necessary independent school standards, the statutory requirements of the early years foundation stage and schedule 10 of the Equality Act 2010.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school has an effective safeguarding policy which is published on its website. This is well implemented. Designated safeguarding leads (DSLs) are well trained and knowledgeable. They ensure that staff have the knowledge they need to identify if a pupil may not be safe. When staff have concerns, these are shared with DSLs promptly. Leaders take appropriate action and keep thorough records. They work with external agencies to ensure that pupils are well looked after and safe. Appropriate checks are made on relevant staff, proprietors and governors.

Pupils are taught how to manage the risks they might face. Pupils have an age-appropriate understanding of how to use the internet safely and the dangers that speaking to strangers could pose.

### **What does the school need to do to improve? (Information for the school and proprietor)**

- In some subjects, such as history and geography, the knowledge that leaders want pupils to learn is not defined clearly enough. This means that pupils do not achieve the depth of knowledge in these subjects that they could. Leaders should ensure the curriculum in these subjects is clearly planned and sequenced from the early years to Year 6 and monitor carefully to ensure that the curriculum is well implemented.

### **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.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

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| <b>Unique reference number</b>             | 132099   |
| <b>DfE registration number</b>             | 382/6021   |
| <b>Local authority</b>                     | Kirklees   |
| <b>Inspection number</b>                   | 10192275   |
| <b>Type of school</b>                      | Other independent school   |
| <b>School category</b>                     | Independent school   |
| <b>Age range of pupils</b>                 | 2 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 219  |
| <b>Number of part-time pupils</b>          | 45   |
| <b>Proprietor</b>                          | Paradise Primary School Limited  |
| <b>Chair</b>                               | Yasir Patel  |
| <b>Headteacher</b>                         | A Patel  |
| <b>Annual fees (day pupils)</b>            | £1,650   |
| <b>Telephone number</b>                    | 01924 439803   |
| <b>Website</b>                             | <a href="http://www.paradiseschool.org.uk">www.paradiseschool.org.uk</a>   |
| <b>Email address</b>                       | <a href="mailto:info@paradiseschool.org.uk">info@paradiseschool.org.uk</a> |
| <b>Date of previous inspection</b>         | 11 to 13 December 2018   |

## Information about this school

- Paradise Primary School is an independent day school in Dewsbury. The school has an Islamic ethos.
- The school has provision for two-year-olds and nursery-age children, some of whom attend part time.
- The school does not use any alternative provision.
- The school's last full standard inspection was in December 2018, when it was judged to be inadequate.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- Inspectors met with the headteacher, the deputy headteacher, the behaviour leader, the special educational needs coordinator and subject leaders. Inspectors also met with members of the governing body, including members of the proprietor body.
- Inspectors met with the designated safeguarding leads. They looked at the safeguarding policy, records relating to safeguarding procedures and the school's single central record. Inspectors spoke with staff about the training they have been provided with and their understanding of the school's safeguarding procedures.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography, history and personal, social, health and economic education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- During the inspection, inspectors reviewed a range of documentation relating to the independent school standards.

## **Inspection team**

Tim Scargill-Knight, lead inspector

Her Majesty's Inspector

Suzette Garland-Grimes

Ofsted Inspector

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