

# Eternal Light Secondary School

Independent school standard inspection report

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Reporting inspector	Mohammad Ismail

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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.<sup>1, 2</sup>

## Information about the school

Eternal Light is an independent Muslim day school for boys aged from 11 to 16 years of age. The school is located in the Little Horton area of Bradford. The proprietor also runs another primary school in the area. At present there are 95 students on roll aged from 11 to 15 years. No students have a statement of special educational needs. There are no students who speak English as an additional language. All students are British and from a South Asian heritage. The school was opened in October 2007. This is the school's first inspection since it was opened.

The school aims to: 'enable Muslim children to fulfil their obligation towards their creator, parents and the society they live in making them good law-abiding citizens, who we hope will become positive role models and actively contribute to the wider community.'

## Evaluation of the school

Eternal Light provides a good quality of education and, as a result, students make good progress. It has some outstanding aspects. It successfully meets its aims by providing an outstanding provision for its students' spiritual, moral, social and cultural development which enables students to behave outstandingly well. The provision for students' welfare, health and safety is good and the school complies with all the requirements for safeguarding. The school meets all the regulations for registration as an independent school.

## Quality of education

The school's curriculum is good. It comprises two elements; the National Curriculum and *darse-e-nizami* (traditional Islamic theology curriculum). It effectively meets the needs of its students who are to be trained as imams and religious scholars. There is a clear policy which is supported by good quality schemes of work for each subject area, to ensure that students' academic and spiritual development needs are met precisely.

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<sup>1</sup> [www.opsi.gov.uk/acts/acts2002/ukpga\\_20020032\\_en\\_14#pt10-ch1-pb4-l1g162](http://www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162)

<sup>2</sup> [www.opsi.gov.uk/ACTS/acts2005/ukpga\\_20050018\\_en\\_15#sch8](http://www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8)

The good quality programme for *darse-e-nizami* includes *tahfeez* (memorisation of Qur'an) with *tajweed* (the rules for the recitation of Qur'an), a selection of *ahadith* (traditions of the prophet) and other subjects in Islamic theology which supports teaching and learning well. The programme includes good provision for learning Arabic with aspects of grammar and literature included to meet the religious needs of students. A good quality Urdu language programme is provided to address students' cultural and religious requirements.

The school has established a good quality provision for basic skills including in English and mathematics. The provision for information and communication technology (ICT) is good and enables students to acquire excellent computer skills. The school's personal social and health education (PSHE) programme is good and is delivered through Islamic studies, school assemblies and the citizenship programme.

The school has started to offer careers advice to Year 10 students and plans are in place to arrange opportunities for work experience. The school is in the process of establishing links with the Connexions service. However, careers advice is not yet provided for students in Year 9. The school prepares students well for their future lives as imams, for example, by offering them opportunities to take on different roles in the school and in the community such as prefects, organisers of different events and as leaders of prayer. The quality of medium-term and short-term planning is good. A suitable length of time is allocated for different curriculum subjects. The school prepares students for a wide range of GCSE examinations and has this year entered some Year 9 and Year 10 students for GCSE.

The school offers a range of extra-curricular activities in the evenings, such as sports activities and academic competitions. An after-school homework club provides students with extra help with their studies. There are sufficient opportunities for students to go on educational visits, for example, there have been recent visits to a Science Adventure Centre, a museum, an exhibition and a theme park.

The quality of teaching and assessment is good. All teaching seen was at least good and, in a few lessons, teaching was outstanding. Teachers use different methods to make teaching and learning enjoyable. They are well aware of the level of ability of their students and encourage them with suitably high expectations. They plan their lessons carefully to meet students' different learning needs and provide them with suitably challenging work to ensure the work is engaging. There is a good range of resources to support teaching and learning with teachers making effective use of computers. They link subject areas together where possible. Class time is managed wisely. Teaching assistants provide effective support in each class for those who need extra help. The school uses additional subject specialists to provide professional support for teachers. The teachers are caring, courteous and polite. Relationships between teachers and students are exemplary and reflect well the school's Islamic ethos. During lessons and prayer sessions students behaved extremely well. They willingly ask questions and assert their views confidently. They take an active part in

discussions and exchange their views. They know the levels at which they are working and take pride in their learning. They are encouraged to work independently and have opportunities to take part in group activities.

As a result of good teaching, students make good progress and some are achieving exceptionally highly. The school has an effective assessment system in place to ensure that students can make good progress. Information from assessment is saved and monitored regularly. In case of any students who do not reach their targets, extra help is provided.

## **Spiritual, moral, social and cultural development of pupils**

The provision for students' spiritual, moral, social and cultural development is outstanding. The school successfully promotes students' outstanding behaviour through an extensive programme of assemblies, PSHE and Islamic studies which helps students to become extremely polite and respectful towards adults and their fellow students. They express their love for the school. Their attendance is very high and there is no unauthorised absence. Their attitudes towards learning are excellent. The school's strong Islamic ethos provides students with excellent opportunities to promote their spiritual development, for example, by taking part in congregational prayers and reciting the Qur'an. School assemblies and the citizenship programme effectively help students to distinguish between right and wrong.

The school, through its core subjects, ICT provision and careers advice prepares students very well for their future lives. There is an elected school council and all students vote to elect representatives to the council. Council members said that the school consults them regularly about different school matters. Students take an active part in the school's day-to-day running and in planning for its future development. They are given good opportunities to help in school, for example, as prefects, librarians and in running the tuck shop. They know about current affairs. External speakers, for example those representing the army, local police and the fire service are invited to talk to the students. However, they have limited access to the news and media.

The students take part in charity events and raise funds for different charities. For example, by running stalls on a fund-raising day, and helping in a local primary school. They help in the community by organising different religious events and services. Students learn effectively about British institutions in English, history and citizenship lessons. Students learn about different faiths and cultures although visits to different places of worship are restricted to one nearby church. The school maintains good relationships with other schools in the local area.

## **Welfare, health and safety of pupils**

The provision for safeguarding students' welfare, health and safety is good. Students say that they feel safe. The school's safeguarding and child protection procedures,

and safer recruitment policy, are effectively enforced and all staff, including the school's designated child protection officer, are trained at the required level. Anti-bullying and behaviour policies are effectively implemented. Students are regularly informed about internet safety and cyber bullying. There is a healthy food policy which helps to raise students' awareness about healthy lifestyles. The school offers physical education and also organises sport activities in the evenings to ensure that students keep active and healthy. The PSHE programme includes sessions on drug abuse and smoking. There is a first aid policy in place and staff are trained at the required level. There is a fire risk assessment in place. All fire equipment is routinely tested, fire drills are conducted regularly and all staff are trained in fire safety. Risk assessments are carried out for activities both within and outside the school. The attendance and admission registers meet the regulations. The school is accessible for those in a wheelchair and has washroom facilities for disabled people. The school meets the requirements of the Disability Discrimination Act.

### **Suitability of staff, supply staff and proprietors**

The school has undertaken all the required checks to ensure that its staff and the proprietor are suitable to work with children. There is a robust recruitment policy in place that is appropriately implemented. The school maintains a single central register which meets the regulations.

### **Premises of and accommodation at the school**

The school is accommodated in an old school building in which students can learn safely and effectively. The school is appropriately decorated and maintained. There are sufficient classrooms for the number on roll, a prayer hall, an ICT suite, a medical room, meeting rooms, a library and a science laboratory. There are sufficient washrooms and showers with ablution areas for students and staff. There is suitable outside space.

### **Provision of information**

The school meets all the requirements by providing the necessary information to parents, carers and others through an up-to-date prospectus. The school sends an annual report to parents, carers and others. All parents and carers who responded to the inspection questionnaire were very supportive of the school.

### **Manner in which complaints are to be handled**

The school has a complaints policy and set of procedures which meet all of the regulations. The school has taken steps to ensure that parents and carers are aware of these.

## **Compliance with regulatory requirements**

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

## **What the school could do to improve further**

While not required by regulations, the school might wish to consider the following point for development.

- Ensure that the provision for careers advice and learning about the world of work is extended to the Year 9 class.
- Provide more opportunities for students to develop their awareness of different faiths and traditions by organising visits to places of other faiths and cultures to enable students to broaden their learning of different communities.

## Inspection judgements

outstanding	good	satisfactory	inadequate
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### The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of pupils		√		
How effective teaching and assessment are in meeting the full range of pupils' needs		√		
How well pupils make progress in their learning		√		

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	√			
The behaviour of pupils	√			

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		√		
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## School details

<b>School status</b>	Independent		
<b>Type of school</b>	Muslim day school		
<b>Date school opened</b>	October 2007		
<b>Age range of pupils</b>	11–16		
<b>Gender of pupils</b>	Boys		
<b>Number on roll (full-time pupils)</b>	Boys: 95	Girls: 0	Total: 95
<b>Number of pupils with a statement of special educational needs</b>	Boys: 0	Girls: 0	Total: 0
<b>Number of pupils who are looked after</b>	Boys: 0	Girls: 0	Total: 0
<b>Annual fees (day pupils)</b>	£1,550		
<b>Address of school</b>	Christopher Street Bradford West Yorkshire BD5 9DH		
<b>Telephone number</b>	01274 501597		
<b>Email address</b>	<a href="mailto:yusuf@eternallightschool.co.uk">yusuf@eternallightschool.co.uk</a>		
<b>Headteacher</b>	Mr Yusuf Collector		
<b>Proprietor</b>	Mr Ahmed Ali		