

Kassim Darwish Grammar School for Boys

Independent school standard inspection report

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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.^{1, 2}

INFORMATION ABOUT THE SCHOOL

Kassim Darwish Grammar School for Boys is an independent Muslim day school for students aged from 11 to 16 years which is located in the Chorlton-Cum-Hardy area of Manchester. The school admits its students by selection and at present there are 162 students on roll. All students are British Muslims from different ethnic heritages. There are no students who are learning English as an additional language and none has a statement of special educational needs. The school was founded in 1999 by the Manchester Islamic Educational Trust Ltd, a body which also runs two other Muslim schools in the area. The school was last inspected in January 2008. The school aims

'to create a caring warm Islamic atmosphere within which pupils can feel safe, healthy and happy, enjoy learning, achieve and succeed, be able to contribute to their school and society and so be prepared for a life in 21st century.'

EVALUATION OF THE SCHOOL

Kassim Darwish Grammar School for Boys meets its aims by providing a good quality education. Students' spiritual moral and cultural development and their behaviour are good. The school's provision for students' welfare, health and safety is satisfactory. The school's safeguarding arrangements are in place fully. The school has made satisfactory progress since its last inspection and it is aware of its strengths and weaknesses. The school meets nearly all of the regulations for independent schools.

QUALITY OF EDUCATION

The school offers a good curriculum which is based on the National Curriculum and a clear policy with precise objectives for learning. The policy is supported by good quality schemes of work for all subjects of the school's curriculum to support the teaching and learning effectively. The curriculum is efficiently implemented through different faculties and departments for each subject area and includes a department for Islamic studies. Good quality schemes for Qur'anic sciences, religious education

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

and other subjects related to Islamic teachings are part of the programme. This effectively meets the Islamic needs of all students. Arabic, Urdu and French form part of the school's modern foreign languages programme and contribute effectively towards meeting the cultural needs of all students. The provision for information and communication technology (ICT) is good and effectively enables students to develop their computer skills. The students would like the school to provide a business studies programme to extend their options for GCSE. The school's personal social and health education (PSHE) is offered through assemblies, citizenship and Islamic studies in accordance with school's ethos. The quality of school's PSHE programme is good.

The quality of mid-term and short-term planning is good with some outstanding aspects. There is a strong emphasis on the core subjects of English, mathematics and science in the curriculum. A suitable amount of time is allocated for all subjects. All students' needs are addressed appropriately. The school's provision effectively prepares all students for their GCSE examinations in a wide range of different subjects.

There is good careers advice provision which starts in Year 9 with regular meetings with career advisors. The programme helps students well to prepare for their future lives. There are opportunities for work placements and Year 10 students undertake work experience. The students are very happy with the provision. However, the school does not provide sufficient advice about options for the next phase of the students' education.

The school organises educational trips locally, nationally and abroad which are linked to the subject areas of the curriculum. There are some opportunities for extra-curricular activities and these have been improved recently through the work of the physical education (PE) department. As a result, some after-school activities have started. This is an improvement since the last inspection. The school's PE provision is good and the school links with local mainstream schools as sport partners. The school also benefits from sharing resources with two other schools run by the same governing body.

The quality of teaching and assessment is good and has improved since the last inspection. Teachers plan their lessons carefully to meet the needs of all students. They use different teaching methods and activities to make teaching and learning enjoyable and to engage their students more effectively in their lessons. Class time is managed wisely. During lessons students have opportunities to work in groups and independently. They ask questions and assert their view points appropriately. Teachers link their lessons with different subject of the curriculum to enhance students' learning experience. Most teachers use interactive whiteboards and computers to enhance teaching and learning. Teachers encourage their students with high expectations. Relationships between teachers and students are good and are based on respect and Islamic values. All students demonstrate good behaviour in lessons and during *zuhur* (after mid-day) prayer time.

As a result of good teaching, all students make good progress and some are achieving exceptionally highly. The most able students are given the option to enter for some GCSEs examinations in Year 9. There is an effective marking and assessment policy in place. Students' work is marked regularly, mostly with helpful comments to students on how to improve their work.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT OF PUPILS

Students' spiritual, moral, social and cultural development is good. The school's Islamic ethos helps students to acquire Islamic values and principles which support positively their personal development. Their behaviour is good overall and often outstanding. Students' attitudes to learning are good. They express their affiliation and love for their school. They attend regularly and take active part in their lessons and other activities. The school successfully promotes good behaviour through an extensive programme of assemblies, prayers and Islamic studies which results in students' extreme politeness and respectful attitudes towards all adults and their fellow students. They warmly greet each other and visitors, and assert their views appropriately during discussions. They say they feel safe and enjoy their education. The school assemblies, citizenship and Islamic studies programmes effectively help students to distinguish between right and wrong.

The school through its core subjects, ICT, careers advice and work placements prepares students very well for their future lives. All students vote to elect representatives for the school council. This process is well used by students to understand the notion of democracy. However, their awareness of current affairs in Great Britain is more limited. They would like to have access to some leading national newspapers in the school library to address this shortcoming. School council members said that the school does not always consult them about different school matters and that they would like to take a more active part in the school's day-to-day running and future development.

The students are encouraged to raise funds for different charities and help others. They are given good opportunities to be prefects. Students effectively learn about British institutions and services in English, history and citizenship lessons. The school receives visitors from international, national and local civic organisations to talk to students. Students appropriately learn about different faiths and cultures. During citizenship week, which takes place in the summer, students have good opportunities to visit other places of worship, for example Manchester Jewish museum, a local synagogue and Manchester cathedral. The school has established good relationships with other schools in the locality through the work of the PE department which also has linked the school with other agencies and charitable national organisations such as: Manchester Academy, Manchester United Football Club Foundation and the British Heart Foundation,

WELFARE, HEALTH AND SAFETY OF PUPILS

The provision for safeguarding the students' welfare, health and safety is satisfactory. The students are encouraged to take part regularly in sporting activities and eat healthy food. Students feel safe. There are appropriate anti-bullying and behaviour policies which are implemented. The school effectively deals with any behaviour problems. There is a safeguarding and safer recruitment policy in place. All staff are trained in child protection at the appropriate level and training is updated as required. Electric equipment is suitably tested. However, the school's health and safety, policy based on its risk assessment, is not effectively implemented. Some required actions including placing restraints on windows, safety glass in some windows and securing trailing cables have not been addressed. As a result, this policy does not meet the regulations. Also, the school's first aid policy does not meet regulations as the school's first aid officer's training is out-of-date. However, appropriate training is booked and this issue will be rectified shortly. There is a fire risk assessment in place and all fire-fighting equipment is regularly tested but the school does not meet fully the fire safety regulations as there is currently no trained fire marshal. New marshals and all staff are booked for training. The school's external educational visits policy is fully in place. The school has a three-year accessibility plan which meets the requirements of the Disability Discrimination Act. The school maintains appropriate attendance and admissions registers.

SUITABILITY OF STAFF, SUPPLY STAFF AND PROPRIETORS

The school has undertaken all the required measures to ensure that its staff and the proprietors 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 requirements.

PREMISES OF AND ACCOMMODATION AT THE SCHOOL

The school is accommodated in an historic building in which students can learn effectively and safely. There are sufficient classrooms, an assembly hall, a beautiful *masjid* (prayer hall), a dining hall, an ICT suite, a medical room along with meeting rooms, a library and science laboratories. The washrooms provide areas for ablutions but there are no showers, as required, for students to use after their PE lessons. There are suitable facilities for students to play football, basketball and cricket. Most parts of the school have been recently refurbished and redecorated. However, a very small section is still waiting to be updated where the decoration and floor covering are barely satisfactory, but still meet the regulations.

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 has an effectively implemented policy of annually reporting to parents, carers and others. Almost all parents and carers are very supportive of the school in their responses to the inspection questionnaires. The school has made improvements in reporting to parents and carers since its last inspection.

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'), with the exception of those listed below.³

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

- take effective measures to ensure pupils' health and safety which have regard to the DfES guidance *Health and safety: responsibilities and powers* (DfES 0803/2001) (paragraph 11)
- ensure that the school fully complies with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 13)
- ensure that there is a written policy on first aid and the school fully implements it (paragraph 14).

The school does not meet all requirements in respect of the premises of and accommodation at schools (standards in part 5) and must:

- ensure that there is a facility for students to have a shower after their PE sessions which takes account of regulations 3 and 4 of the Education (School Premises) Regulations 1999 (paragraph 23 (j)).

³ www.legislation.gov.uk/ukxi/2010/1997/contents/made

WHAT THE SCHOOL COULD DO TO IMPROVE FURTHER

While not required by regulations, the school might wish to consider the following points for development:

- improve the curriculum to include opportunities for student to learn business studies
- improve students' awareness of current affairs and politics in Great Britain by providing suitable national newspapers for them to read
- extend the involvement of the students' council in the running of the school.

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

School status	Independent		
Type of school	Muslim Day School		
Date school opened	1999		
Age range of pupils	11 - 16		
Gender of pupils	Boys		
Number on roll (full-time pupils)	Boys: 162	Girls: 0	Total: 162
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£5,884		
Address of school	Hartley Hall Alexandra Road South Chorlton-Cum-Hardy Manchester M16 8NH		
Telephone number	0161 860 7676		
Email address	pa@kdgrammar.co.uk		
Headteacher	Dr D Ghidaoui		
Proprietor	Manchester Islamic Educational Trust Ltd		