

# Islamiyah 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

Islamiyah School is an independent Muslim day school for girls aged between 11 and 16 years. It was opened in September 2000 in the Little Harwood district of Blackburn and it was registered in 2003. There are 274 students on roll who are British and mostly of South Asian origin. At present there are no students who are at the early stages of learning English or who have a statement of special educational needs.

The school aims 'to provide excellence in education, in a caring, friendly environment. Each individual is nurtured and shaped by the values of the Islamic Faith, is given an opportunity to achieve her full potential and to develop a passion for life and for learning.' The school was last inspected in March 2008.

## Evaluation of the school

The school meets its aims by providing a good quality of education. The provision for students' spiritual, moral, social and cultural development is good and their behaviour is outstanding. The students' welfare, health and safety is good and the school meets all the requirements for safeguarding. The school has made good improvement since its last inspection by enhancing the quality of education, care and the premises. The school meets all of the regulations for its registration as an independent school. The school is well aware of its strengths and of the areas which could be improved.

## Quality of education

The school's curriculum is good. There is an appropriate curriculum policy in place which is supported by good quality schemes of work for all subjects from the National Curriculum except for music which has been replaced with a good programme of *tajweed* (Qur'anic recitation). The school's Islamic studies are offered as part of its religious studies programme and use national guidelines for religious education (RE). Arabic and Urdu are offered as modern foreign languages.

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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 provision for personal, social and health education (PSHE) is good and it is offered in accordance with school's ethos. Pastoral care and weekly tutorials enhance the effectiveness of this programme and the quality of physical education (PE) is very good. Art and design is offered at Key Stage 3 and drama is offered at Key Stage 4. The school has not yet been able extend its art provision into Key Stage 4, as recommended in the last inspection report.

The provision for information and communication technology (ICT) has on occasions been disrupted which has resulted in concerns being raised by some students and parents. The school is working towards resolving the issues. The school offers good quality careers advice which starts in Year 9. In Year 11 students usually go on work-experience placements, although last year's Year 11 students went on their work-experience a year earlier to avoid clashes with their external examinations. The school has made suitable arrangements for the current Year 11. The school receives regular visitors from different walks of life to talk to the students about their organisations and their jobs, for example, from local police and health workers. The school has established good relationships with other local Muslim schools. The school has organised some educational visits and some extra-curricular activities, such as an environmental project, revision classes in a local college and sport activities during break times. However, inspectors, endorsing the views of students and parents, consider that this provision is underdeveloped.

The quality of teaching and assessment is good which enables students to make good progress. Most lessons observed were judged to be good or better and a minority were satisfactory. Teachers are knowledgeable and enthusiastic and have high expectations of all students. There are effective systems in place, including a regular homework timetable, to accelerate students' learning. A range of teaching styles are used and the setting of tasks to match students' different levels of ability ensures that students' sustain their motivation and engagement in learning. As a result, most of them make good progress in lessons. Students' excellent behaviour shows their enjoyment of learning. The school now makes good use of assessment information and target setting to inform planning. The effective and skilful use of questioning challenges and extends students' thinking. A wide range of opportunities in PSHE, English, citizenship and RE develops students' skills in discussion and encourages their independent learning. In the satisfactory lessons, teachers fail to use a variety of teaching and learning activities to capture and sustain the students' enthusiasm.

The majority of students' work is marked well and marking is up to date. However, there is some inconsistency in the quality of marking and the use of informative comments to further improve learning. Where marking is effective, helpful feedback provides advice on how pupils can improve their work but this is not a consistent practice. In good lessons teachers make effective use of resources to support learning. However, the lack of computers, particularly in mathematics and science lessons, limits some further learning.

Students achieve well in their GCSE examinations, including in English, mathematics and modern foreign languages. Some weaker results in 2010 resulted in decisive action by the school to address issues in these subjects.

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

The school's provision for students' spiritual, moral, social and cultural development is good. Their excellent attendance and their extremely good attitudes to learning show that they have a strong affiliation with their school and enjoy their education. Students express their love and support for the school. There is a suitable rewards and sanctions policy which is effectively implemented. As a result, behaviour is outstanding and strongly reflects the school's Islamic ethos.

The school holds weekly assemblies which are linked to Islamic values and the pastoral care and PSHE programmes help students to distinguish between right and wrong. They learn about different social and moral issues, for example, how to receive visitors at home and the work of charities. In addition, students have opportunities to start and finish their lessons with *duas* (prayers and supplications). They take part in prayers and reading the Qur'an which enhances their spiritual development. As a result, students are polite and they courteously greet their teachers and visitors.

Students make a good contribution to the school's life, for example, by running the school's tuck shop and acting as prefects to support other students. Some students however think that their views are not always considered and they do not have the opportunity to elect a school council. Students raise funds for various charities such as Children in Need, Comic Relief and took part in the Keep Britain Tidy campaign. They learn about other faiths and respect others' views. However, there are too few visits to different cultural places of interest other than their own and little direct interaction with people of other faiths and cultures. Students learn about British history in English, history and citizenship lessons. The school through its good provision for literacy and numeracy, its careers advice and provision for work experience prepares its students effectively for their future lives. Records show that most students from previous years progressed into further education.

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

The provision for safeguarding the students' welfare, health and safety is good. Students feel safe. All the required policies and procedures are in place, including a safeguarding policy. All staff, including the school's designated child protection officer, are trained at the required level. There is a health and safety risk assessment policy which is effectively implemented. The school's educational visits policy is in place. There is a first aid policy and first aid officers are trained at the required level.

The school has a fire risk assessment in place; all fire-fighting equipment is regularly tested and regular fire drills are conducted.

There is a healthy lifestyle policy and students are regularly informed about health-related issues. The school tuck shop is gradually implementing a healthy-eating policy by introducing healthy food and fruit at break time. The school effectively raises students' awareness about the dangers of smoking and drug abuse. The school has submitted a suitable three-year plan to meet the requirements of the Disability Discrimination Act 1995, as amended. The school maintains attendance and admission registers which meet the regulations.

### **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. The school maintains a single central register which meets the regulations.

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

The school's accommodation enables students to learn safely and effectively. There are sufficient classrooms, an ICT suite, a medical room, a science laboratory, a prayer hall, an assembly hall and a suitable outside space with a playground. The building is adequately maintained and decorated. There are sufficient washroom facilities for the number of students on roll and for the staff. The school has made some significant improvements to the premises since the last inspection.

### **Provision of information**

The school meets all requirements by providing the necessary information to parents, carers and others through an up-to-date prospectus. The school reports on students' progress to parents, carers and others twice a year. Most parents and carers expressed their support for the school in their responses to the questionnaire and in their personal letters to the inspectors. However a minority raised some concerns which were taken into consideration during the 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').

## **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 provision for extra-curricular activities with more curriculum-related educational visits and a wider range of after-school activities
- ensure more consistent provision for information and communication technology
- develop students' involvement in the life and work of the school by creating a school council
- arrange more visits to different places of cultural interest.

## 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 girls' day school		
<b>Date school opened</b>	September 2000		
<b>Age range of pupils</b>	11-16		
<b>Gender of pupils</b>	Girls		
<b>Number on roll (full-time pupils)</b>	Boys: 0	Girls: 274	Total: 274
<b>Number on roll (part-time pupils)</b>	Boys: 0	Girls: 0	Total: 0
<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>	£1,100		
<b>Address of school</b>	Willow Street Little Harwood Blackburn Lancashire BB1 5NQ		
<b>Telephone number</b>	01254 661259		
<b>Email address</b>	<a href="mailto:islamiyahschool@hotmail.co.uk">islamiyahschool@hotmail.co.uk</a>		
<b>Headteacher</b>	Mrs Zarina Seedat		
<b>Proprietor</b>	Masjid-e-Sajedeen		