

# Darul Uloom Islamic High School

Independent school standard inspection report

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Reporting inspector	Daniel Towl HMI

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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

Darul Uloom Islamic High School is a day school for boys aged 11–19 years. It is run by a charitable trust and was established in 1985. It has a close association and shares part of the site with the Jami Mosque in the Small Heath area of Birmingham. It is a growing school and currently has 150 students on roll. There are no students with statements of special educational needs. The school aims to, 'Create a generation of talented and educated scholars who understand the Islamic way of life from its most authentic sources...' The school was last inspected in February 2009. The deputy headteacher was appointed as acting headteacher approximately three weeks prior to this inspection.

## Evaluation of the school

The quality of education is inadequate. The curriculum is satisfactory but teaching is variable and too much is inadequate, leading to students making inadequate progress. Provision for students' personal development is one of the better features of the school's work and students' spiritual, moral, social and cultural education is satisfactory overall. Provision to ensure the welfare, health and safety of students is inadequate. The school has not been sufficiently diligent in ensuring that its policies and procedures to safeguard the students are rigorous and consistently applied. The school fails to meet a number of regulations within its educational provision, the arrangements for ensuring students' welfare health and safety, and the suitability of the premises.

## Quality of education

The curriculum is satisfactory. It clearly reflects the Islamic nature of the school. Every morning students follow a range of Islamic studies. During the afternoon and evening, students follow a secular curriculum comprising subjects from the National Curriculum. There are adequate schemes of work and planning for key areas of the Islamic and secular curriculum. However, where students' opportunities are more limited, for example in creative and physical education, the curriculum is not yet sufficiently well planned to ensure appropriate continuity and breadth of experience across all year groups. This was a matter raised at the last inspection.

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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)

Much of the planning is based on text books, which in Key Stage 4 follow GCSE exam syllabuses. English, mathematics and science have due emphasis. The school has improved its schemes of work in Islamic and Arabic studies since the last inspection. The Islamic curriculum forms a large part of students' spiritual, moral and cultural learning and is based on texts of well-known Islamic scholars. The study of the Qur'an and its memorisation (*hifz*) forms an important part of the morning curriculum. Other Islamic studies include Arabic, *nahwa* (Arabic grammar), *Ilm* (knowledge of Islam), *fiqh* (religious teachings), *tajweed* (correct and respectful pronunciation of the Qur'an), and knowledge and interpretation of *hadith* (traditional sayings). Students' successes in their Islamic studies enable them to lead prayers both at school and in mosques, especially during important Islamic events. Assembly, and prayers at lunchtime and evening, form an important part of school life and reflect the schools' faith teaching.

Opportunities for the development of students' wider aesthetic and creative skills are limited and are currently solely linked to their Islamic studies through developing skills in calligraphy, Islamic art or aesthetic recitation of prayers. There are regular physical education lessons but they do not develop students' skills adequately because of a lack of lesson planning and equipment. Visiting speakers enhance the curriculum, though visits to places of interest to support the students' studies are limited. This was the most common concern of parents and carers who returned their questionnaires. School leaders are looking into the possibility of widening the range of outside visits.

Citizenship and personal, social and health education provide appropriate opportunities for pupils to discuss the society in which they live and issues related to their personal life and development. Social studies include history and geography. Year 7 pupils, for example, this year have learnt about volcanoes and Henry VIII.

Overall students' achievement in English is lower than mathematics and science. In 2010 all students gained a GCSE in English, mathematics, science, biology and religious education. Just under half of the students gained five A\*– C grades including English and mathematics. In 2010 few pupils gained the higher grade A in English, mathematics and science. Nearly all students gained a GCSE in a modern foreign language including Arabic, Urdu and Bangla, with just under half gaining a grade A.

Teaching and assessment are inadequate. Lessons observed varied from good to inadequate. Teaching is more consistent in the morning Islamic studies where it is mostly satisfactory. While there are examples of stronger, teaching in the National Curriculum lessons, overall there is too much inadequate teaching. Teachers have good and respectful relationships with their students. Teachers mostly demonstrate secure subject knowledge but do not always use effective techniques to ensure that pupils are fully and meaningfully engaged with their tasks. This leads to students making inadequate progress in the weaker lessons, for example in English. The quality of students' written work is often poor.

There are good examples, in the most successful lessons, of teachers asking challenging questions and requiring students to explain their answers fully. Examples of the best student engagement included an activity in science where students discussed the path of light through a block of glass, and in mathematics when students learnt about the equation of a straight line. Both lessons suitably challenged students' thinking and teachers modelled ideas and methods well. However, there are too many lessons where there are missed opportunities for students to think and learn for themselves, either individually or collaboratively because the balance of the time spent with the teacher talking and the time devoted to student activity is inappropriate. When teachers are working individually with students the support given helps to move students' learning on, but at these times there is often a lack of awareness by the teacher of the extent to which some students in the rest of the class are not engaged fully with their tasks or, where other students have finished quickly.

Students are assessed regularly and this provides some indication to teachers, and parents and carers, of how well they are progressing. However, assessment is not always used effectively in lessons to ensure that tasks are well-matched to the different abilities of individuals and groups of pupils. Too often all students complete the same task and there is insufficient further challenge for students of different abilities. In most lessons, the main teaching resources are religious texts, subject text-books or work sheets. There are few practical resources to support learning in classrooms other than in the specialist facilities for science and information and communication technology (ICT). The quality of teachers' marking is variable and does not regularly give helpful information to students about how to improve their work.

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

The spiritual, moral, social and cultural development of students is satisfactory. There are some better features of the school's work reflected in students' spiritual, moral and social education. Students enjoy school and are proud of their faith. This is reflected in their good behaviour, courteous attitudes and regular attendance. However, they do not always take sufficient pride in the presentation of their work. When activities are engaging students willingly participate in answering questions. Older pupils are developing very clear views about their identity in society. In a Year 10 citizenship lesson, for example, students discussed which aspects of their personal life they would use to describe their own identity. They reflected on both secular and non-secular aspects of their life. They considered how others' views and choices of identity were a matter of personal opinion and understood that you could be proud of your own background while respecting that of others.

While proud of their faith, older students told inspectors that they were aware of the need to have good relationships with people of all faiths and backgrounds. However, there are limited opportunities for students to meet and share activities with groups of students from different faiths because. While it is satisfactory overall, the curriculum is not yet systematic in all its facets in promoting tolerance and

understanding of other groups. Some outside visits have been planned to places of worship. Speakers from a variety of faiths have visited the school to talk to students and different religions are studied as part of the morning religious curriculum. This provides students with satisfactory knowledge of other faiths and traditions. Students have taken part in a number of activities in the community though this aspect is not firmly embedded as part of an on-going curriculum. They have participated in local sports events and made some links with other schools. Students have also recently worked with the local authority's young offenders' organisation, enabling a cultural exchange with a view to helping to break down barriers and challenge preconceived ideas of each other's beliefs. Staff have worked with the Police in the Home Office initiative 'Prevent' which aims to help practitioners understand more about issues of radicalisation in society. Students have raised money for a number of Islamic and other charities, recently donating money to the Japanese earthquake relief funds. There is a school council but this is at an early stage of development and has yet to have a significant impact on school life and students' experiences, learning and achievements.

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

Provision to ensure the welfare, health and safety of students is inadequate. The school has not been diligent in ensuring that its policies and procedures are effective.

Although there is a child protection policy there is not enough school-specific information written which shows clearly the procedures that staff should follow, including the names and contact details of key staff and local authority personnel. Not all staff are sure if they have attended child protection training. The designated person for child protection has not attended the appropriate level of training but a place on a course has been booked for later in the term.

Risk assessments and procedures for fire safety, general health and safety and students' outside visits are not sufficiently detailed or updated. They do not lead to adequate regular monitoring of arrangements and do not ensure that robust standards of welfare, health and safety are maintained. Inspectors identified a number of concerns regarding health and safety of the premises, fire safety and first aid provision. Some of these matters were rectified by the school during the inspection. An unplanned fire evacuation of one of the school buildings, observed by inspectors, was not conducted in an efficient or effective manner.

Supervision of students throughout the day is appropriate. Good links have been established with the Police and pupils have had discussions about how to keep themselves safe, especially outside school. Students told inspectors that they felt safe and that they did not have any worries about bullying. They feel that there is always someone they can talk to if they have any concerns. Younger students were clear about the safe practices that are required in science lessons. There are satisfactory procedures in place to check and limit access to the internet.

Regular physical education and visits to the local leisure centre provide adequate exercise for pupils. Science lessons and assemblies provide satisfactory opportunities to discuss issues of healthy eating, though in discussion with inspectors younger students show that their knowledge of healthy food is not always reflected in their packed lunches or tuck shop choices.

Procedures for registering students' daily attendance are inadequate and the admission register does not include important information. The school does not meet the requirements of the Disability Discrimination Act<sup>3</sup> because its accessibility plan has not been appropriately reviewed and updated.

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

The school meets all the regulations. The single central record of staff meets requirements. It confirms that the required checks have been made on staff showing their suitability to work with children. There are clear procedures for the appointment of staff.

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

Classrooms are of a suitable size for the number of students in each class. Accommodation is suitably enhanced by specialist rooms for ICT and science which give additional opportunities for appropriate practical work. The large outside hard area provides adequate opportunities for physical education and recreation at break times.

Some areas of the school's accommodation have not been maintained to a suitable standard. These include the outside areas, a students' recreation room and a students' kitchen. Senior staff acted quickly during the inspection to rectify these matters, but overall the procedures to monitor the safety, cleanliness and security of the premises are not rigorous enough. Shower facilities are not always made available for students taking part in physical education on site. There are some inadequate security arrangements at the school.

### **Provision of information**

The school meets all regulations. Parents and carers are provided with two written reports each year. They include grades for effort and attainment with an explanatory comment. Year 11 reports include mock examination results. The final report also includes helpful targets for further development.

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<sup>3</sup> Disability Discrimination Act 1995, amended by the Special Educational Needs and Disability Act 2001

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

The complaints procedure meets all requirements.

## **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.<sup>4</sup>

The school does not meet all requirements in respect of the quality of education provided (standards in part 1) and must:

- develop appropriate plans and schemes of work to ensure that there are wider and more consistent opportunities for students to develop aesthetic and creative, and physical skills (paragraph 2(1))
- ensure that lessons have a range of tasks that are planned to suitably challenge students of all abilities (paragraph 3(a))
- plan activities and use methods that more frequently give students opportunities to respond to tasks using their own creativity and independent thinking (paragraph 3(b))
- ensure that teaching methods have more variety by providing a more effective balance of teacher talk and student activity and minimising the time spent by students waiting for the teacher's individual support before they can move on (paragraph 3(c))
- ensure that there is a more effective use of assessment to provide a range of tasks to meet the needs of students of all abilities (paragraph 3(d))
- increase the range of resources available to support learning (paragraph 3(f)).

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

- ensure that child protection policies and procedures are suitably detailed regarding school specific procedures and that all staff, including the designated person, have a suitable level of training (paragraph 7)
- ensure that procedures, checks and risk assessments are suitably robust to ensure the ongoing provision of health and safety related to all electrical equipment, storage of chemicals, cleanliness and safety of all rooms and outside facilities (paragraph 11)

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<sup>4</sup> [www.legislation.gov.uk/ukxi/2010/1997/contents/made](http://www.legislation.gov.uk/ukxi/2010/1997/contents/made)



- ensure that detailed risk assessments are completed for all outside visits (paragraph 12)
- ensure that fire risk assessments and procedures are diligently maintained in respect of ensuring appropriate access through fire exits, the placement of all fire fighting equipment and establishing more effective management of evacuation procedures (paragraph 13)
- ensure that first aid kits meet the requirements of the school's own first aid policy and that accident report forms are completed fully (paragraph 14)
- ensure that all daily attendance registers are marked at the start of the morning and afternoon sessions and that this information is collected and/or recorded efficiently. Provide the names and contact details of all those known to be parents and carers of students in the school admission register (paragraph 17).

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

- ensure that security arrangements are fully in place for all parts of the school (paragraph 23(d))
- put in place suitable procedures to safeguard the health, safety and welfare of students in the light of the shared use of the premises (paragraph 23(e))
- provide facilities for showering after physical education (paragraph 23(j))
- ensure that all parts of the school are maintained in a tidy, clean and hygienic state (paragraph 23(m)).

In order to comply with the requirements of the Disability Discrimination Act 1995 as amended by the Special Educational Needs and Disability Act 2001, the school should devise a three-year accessibility plan.<sup>5</sup>

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<sup>5</sup> [www.opsi.gov.uk/acts/acts1995/ukpga\\_19950050\\_en\\_1](http://www.opsi.gov.uk/acts/acts1995/ukpga_19950050_en_1)

## 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>	Islamic day secondary school		
<b>Date school opened</b>	19 September 1985		
<b>Age range of pupils</b>	11-19		
<b>Gender of pupils</b>	Boys		
<b>Number on roll (full-time pupils)</b>	Boys: 150	Girls: 0	Total: 150
<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>	0		
<b>Annual fees (day pupils)</b>	£2,000		
<b>Address of school</b>	521-527 Coventry Road, Small Heath, Birmingham, B10 0LL		
<b>Telephone number</b>	0121 7726408		
<b>Email address</b>	contact@darulloom.org.uk		
<b>Acting Headteacher</b>	Abadur Rahman		
<b>Proprietor</b>	Jami Mosque and Islamic Centre		