

Darul Uloom Islamic High School

Independent school progress monitoring 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 inspection was conducted at the request of the Registration Authority for independent schools in order to monitor the progress the school has made in implementing its action plan following the previous inspection.

Information about the school

Darul Uloom Islamic High School is a day school for boys aged 11 to 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 has 129 students on roll. There are no students with a statement 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...'.

A new acting headteacher and acting deputy headteacher are now in place. Six staff have replaced others who have left the school. There is a completely new and re-constituted governing body.

Context of the inspection

The school was last inspected in May 2011. The inspection found that the quality of education and students' welfare health and safety were inadequate. There were numerous failed regulations.

The action plan was evaluated in August 2011 when it was judged satisfactory. This is the first monitoring inspection to evaluate the progress the school has made in implementing its action plan.

Prior to the inspection in May 2011 concerns had been raised about the school's promotion of ideas which were against the acceptance of other faiths. This inspection evaluated the actions the school has taken to rectify this.

Summary of the progress made in implementing the action plan

Satisfactory progress has been made by the school in implementing its action plan. All regulations except one are now met. The school has begun to address the unmet regulation.

The school has taken rapid action to ensure it is a cohesive community and shows respect for the wider community and world. Central to this are the Muslim values of *Risalah* which are now reflected throughout all the school's work. These promote understanding, respect and tolerance of other faiths and religions. Those who previously promoted negative views no longer attend or work at the school. However, not all the appropriate authorities were contacted or referrals made; this has now been rectified. Close monitoring by the new governing body, the senior management team and external consultants ensures that only the aims and values of the school and of Islam are promoted.

At the time of the inspection in May 2011, the curriculum was satisfactory. However, not enough attention was given to the planning of the aesthetic, creative and physical aspects of learning. The school intended to review its curriculum policies and schemes of work and to provide a wider range of activities to include these aspects.

The curriculum has been fully overhauled and suitably broadened. Humanities are now taught and the teaching of Arabic is now provided alongside Urdu and Bengali. The school now offers A-level courses in mathematics, biology, Urdu and Arabic, and the European Computer Driving Licence. Aesthetic and creative skills are better promoted through the Islamic curriculum and through the newly introduced subject of graphic design, where art is incorporated. A new vocal music programme has been introduced in the form of *nasheeds and naats* and in a *Qirat* element where students recite the Qur'an to a special melody. Gardening and art clubs are now in place and there is a wide range of visits and visitors, to particularly support *Risalah*. Curriculum planning has improved and is now satisfactory. A wide range of commercial schemes has been purchased and the school's termly planning now builds on students' previous skills, knowledge and understanding satisfactorily.

Teaching and assessment were judged inadequate at the time of the last inspection. Teaching lacked challenge; too often all students did the same work and the lesson content was not planned sufficiently to meet all students' needs and abilities. Not enough account was taken of the levels that students were working at. There was little opportunity for them to think creatively or work independently. Teachers spent a long time talking and there was too much teaching from text books, often because there were few other resources. There was little opportunity for students to practise what they had learned and when they needed help with their work, some waited a long time. A programme of staff training was planned focusing on strategies teachers could use to address the areas of weakness. This included planning for the different needs of students, making use of assessment information in planning lessons and identifying ways in which students could be involved in learning. Additional resources were to be purchased.

The planned training has taken place. As a result, staff are meeting the different needs of students more effectively and the use of assessment information has been improved. Teachers have been supported by consultants and senior staff monitor the quality of teaching and learning rigorously. Their feedback is supportive and guidance is targeted at the right areas. Staff now use a standard planning form

which lists the key objectives, the support arrangements made for different students and the ways in which learning will be assessed. Staff are more aware of the levels that students are working at and better account is taken of these in lessons. They are confident to adapt their plans to accommodate students who do not appear to have grasped an idea and to accelerate the activity where students are doing well. In science, assessment is strong. Students are given colour-coded levels and targets with clear criteria about how to achieve the next step. The school recognises that this type of good practice needs to be shared. Overall, students are suitably challenged by work at the correct level, although setting learning objectives with clear and precise success criteria for the different groups to achieve does not occur in all lessons. Staff have increased their repertoire of techniques for assessing students. For instance, questioning is now probing and peer assessment is utilised in an increasing number of lessons. A weaker feature of assessment is marking. While it is supportive, affirmative and often diagnostic, it does not always inform students of how to improve their work. Resources, including those in the well organised library have increased satisfactorily.

Staff mostly ensure that there is a good balance between talking to students and challenging them to learn through being actively involved. There is much less working from books, an increase in practical activities and better collaborative working with other students. Students are keen learners and now make a positive contribution in lessons. They readily express their ideas, use their imaginations and apply themselves well.

The inspection in May 2011 judged welfare health and safety to be inadequate. There was insufficient information in the child protection policy and the school could not provide evidence that staff generally, and designated persons in particular, had been trained. Risk assessments of all types lacked relevant information and were not rigorous enough. A number of health and safety matters were raised with the proprietor. First aid arrangements were unsatisfactory. Attendance and admission registers were not fully completed. The accessibility plan had not been reviewed or updated.

Senior staff have instigated new policies and rigorous procedures to improve the safeguarding of students' welfare. The new child protection policy is a detailed document, outlining clearly what the staff should look for and do in the event of concerns. There are three trained designated persons with the appropriate level of enhanced training and all staff have undergone basic training in safeguarding children. However, not all the appropriate authorities have been contacted in relation to the negative views formerly expressed by a small number of staff; the safeguarding requirements with respect to students' welfare, therefore, remain unmet.

There are now designated health and safety personnel; monitoring of the building and identification of any risks takes place on a daily basis. These checks are also monitored weekly by senior staff. Risk assessments, including fire risk assessments,

are detailed and clearly show the controls in place. Fire prevention measures are adequate, with drills and other checks, such as on emergency lighting, taking place at the required intervals and logged fully. First aid procedures, training and equipment have all improved, with clear procedures and recording. The accessibility plan has been reviewed and updated and covers improved access to curriculum, information and premises appropriately. Admission and attendance registers now provide the appropriate information.

There were a number regulations failed with regard to the accommodation in the inspection in May 2011. Security was weak, especially as part of the accommodation was used a mosque for prayer by the public. No separation or supervision was in place to ensure that the public had no access to students. Showering, following physical education was not always available and the premises were poorly maintained and not always clean.

Security of the site has been strengthened and is now adequate. Building work has been undertaken and the school and public areas are separate and well supervised. Much has been done to improve the quality of the accommodation. It is now reasonably maintained. A few areas are 'tired' and are planned for renewal, such as the recreation room and playground storage area. However, they are safe and clean. Showers are readily available.

Compliance with regulatory requirements

As a result of this inspection, the school must take action to meet The Education (Independent School Standards) (England) Regulations 2010¹ ('the Regulations'), as follows:

- ensure arrangements are made to safeguard and promote the welfare of students at the school, that they have regard to guidance issued by the Secretary of State, and that staff are aware, when needed, of the requirement to contact the local authority designated officer (LADO) or refer to the Independent Safeguarding Authority (paragraph 7).

¹ www.legislation.gov.uk/uksi/2010/1997/contents/made

School details

School status	Independent		
Type of school	Day secondary school		
Date school opened	1985		
Age range of pupils	11 to 19 years		
Gender of pupils	Boys		
Number on roll (full-time pupils)	Boys: 129	Girls: 0	Total: 129
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)	£2,000		
Address of school	521-527 Coventry Road Small Heath Birmingham B10 0LL		
Telephone number	0121 772 6408		
Email address	mabrur@restlessbeings.org; contact@darulloom.org.uk		
Headteacher	Mabrur Ahmed		
Proprietor	Jami Mosque and Islamic Centre		