

Eternal Light Secondary School

Christopher Street, Off Little Horton Lane, Bradford, West Yorkshire, BD5 9DH

Inspection dates	15–17 January 2014	
Overall effectiveness	Good	2
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Outstanding	1
Quality of teaching	Good	2
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Outstanding	1
Leadership and management	Good	2

Summary of key findings

This school is good because

- Good leadership and management ensure that teaching is of a high standard and students achieve well.
- Students like the good curriculum and value highly the balance between secular and Islamic education.
- Outstanding provision for spiritual, moral, social and cultural development results in students behaving impeccably at all times.
- Teachers ensure that students develop their basic skills in English, mathematics and information and communication technology (ICT) well.
- Leaders have maintained the good quality of provision and outcomes since the last inspection. Notable improvement can be seen in the provision for the welfare, health and safety of students which is now outstanding and ensures that students feel very safe and free to concentrate on their studies.

It is not yet outstanding because

- Teachers do not always question students as well as possible and fully enable them to assess their own work in each lesson.
- Although leaders monitor the quality of teaching regularly, the impact of teaching on learning and progress is not always clearly identified.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- The inspection was carried out with one day’s notice.
- Inspectors observed 12 lessons taught by 10 different teachers. Meetings included those with leaders, staff and students.
- The school’s documentation was checked including schemes of work, records of students’ progress, self-evaluation and the provision for students’ welfare, health and safety.
- There were 24 Parent View responses. Questionnaire responses from staff were also analysed.
- A material change application to the school’s registration was assessed regarding the age range. The school wishes to increase the upper age limit from 16 to 19 years of age and to increase the overall capacity from 95 to a maximum of 200 students.

Inspection team

Saleem Hussain, Lead inspector

Additional Inspector

Denise Sheilds

Additional Inspector

Full report

Information about this school

- The school opened in October 2007. It is located in the Little Horton area of Bradford. The school is registered as an independent day Muslim faith school for up to 95 boys aged from 11 to 16 years.
- Currently, there are 147 students on roll, including 22 who are aged 17 or 18 years (the subject matter of the material change application). There are no students with a statement of special educational needs.
- Students are of mainly Asian heritage and most speak English as an additional language. The school has an Islamic religious affiliation and many students here aspire to ultimately become imams and religious scholars.
- 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.'
- The school uses no alternative provision.
- The school was last inspected in November 2010.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding by:
 - ensuring that teachers always question students as well as possible to enable them to fully think for themselves
 - providing more opportunities in lessons for students to assess their own work.
- Ensure that leaders monitor the quality of teaching better by always checking the impact of teaching on learning and progress in lessons.

Inspection judgements

Pupils' achievement

Good

Achievement is good because teaching and the curriculum are good. Attainment on entry to the school is broadly average. Based on their starting points, most students achieve well, including those from different ethnic backgrounds and differing abilities. Teachers use their good subject knowledge effectively to plan lessons which meet needs and provide high levels of challenge for all students. Along with excellent day-to-day guidance and support in classrooms, these factors help students to make good progress and develop their knowledge and understanding in their studies over time. Achievement in English, mathematics, science and ICT is good. Teachers promote the development of speaking, listening, language, reading and writing well. For example, there are many opportunities in different lessons for students to read aloud. Classroom support and interventions are effective. Lower-ability students are provided with excellent, targeted support to ensure that any gaps in learning between them and similar students across the country are closing. Teachers also ensure that the most able students have good, planned opportunities to reach the higher standards of which they are capable. Students perform well in GCSE examinations compared to others in similar schools. All of these factors demonstrate that students develop and apply a wide range of skills so that they are well prepared for their future economic well-being.

Students' achievements in relation to their Islamic studies are outstanding. For example, the great majority of students make excellent gains in their knowledge and understanding of the Qur'an, Islamic theology subjects and Arabic. It is very pleasing to note that a good number of students have memorised the Qur'an since the school opened.

Pupils' behaviour and personal development

Outstanding

Students' behaviour, attitudes and personal development are outstanding. They mature and blossom very quickly into very thoughtful young people because of the excellent staff role-models and sparkling provision for personal development. Students are remarkably well mannered and relationships between students are excellent. Attendance and punctuality are extremely good. This reflects students' enjoyment of school-life and zest for learning which can also be seen in their high level of engagement in lessons. The school is very peaceful and orderly. Behaviour is exemplary, in and around school. These factors make an excellent contribution to the school's ethos and help students to achieve well. School records and discussions with students confirm that incidents of serious misbehaviour and bullying are extremely rare. Students say that they feel safe at all times and know what steps to take if they feel bullied. They are very confident about approaching staff for help or reporting any issues anonymously using the 'suggestions' boxes around the school. Correspondence from local employers providing work experience for older students indicates that behaviour in the community is also outstanding.

Provision for spiritual, moral, social and cultural development is outstanding. Work in Islamic studies, assemblies, talks from visiting speakers and personal, social, health and citizenship education (PSHCE) lessons enables students to develop into very well-rounded individuals. Students develop their self-confidence through reciting *Azan* (the call to prayers during the school day), acting as a buddy to other students or becoming a member of the student council. There are many opportunities to reflect on important matters such as behaviour, future aspirations and faith. Students have a very clear sense of right and wrong. They are taught to respect the civil and criminal law. For example, visitors include the police and prison officers who give talks in these regards. Students' social development is enhanced through opportunities to work very closely with peers in lessons, participation in team sports and interaction with different people through school trips. Students make a valuable contribution to the school and wider community. For example, they frequently fund-raise for charities and often sing religious songs at local and national events. The school provides students with a broad general knowledge of public institutions and services in

England. For example, students learn about the monarchy, parliament and services such as the national health service. The proprietors have ensured that partisan political views are not promoted in school through the curriculum or teaching. Students show very high levels of appreciation and respect for different cultures, traditions and lifestyles. They enjoy visits to churches, temples and other places of worship. Students are highly committed to doing all they can to promote racial and cultural harmony in and out of school. For example, they say that everyone is entitled to be treated with fairness, dignity and respect.

Quality of teaching

Good

The quality of teaching is good. Consequently, most students make good progress and achieve well over time. All of the lessons observed by inspectors were good or better. All teachers have established a positive atmosphere in their classrooms and engage students effectively in learning. Strengths in teaching include good planning which ensures that all groups of students are provided with challenging tasks which enable them to develop their knowledge, understanding and skills well. The pace of work is brisk, ensuring that students produce much work in each lesson. Basic skills in reading, writing, communication, mathematics and ICT are taught effectively. Some teachers make lessons more interesting by incorporating several different areas of learning. For example, in an Islamic studies lesson, students developed their English, Arabic and Urdu speaking, listening and reading skills as well as touching on work they have done in history and science lessons. In the best lessons seen, teachers demonstrated very effective questioning techniques which enabled students to fully think for themselves and also provided many opportunities for them to fully assess their own work. Inspectors found that where these aspects of teaching were less strong, achievement was restricted to good rather than outstanding.

Assessment is good. Students' basic and key skills are evaluated accurately on entry to the school. Ongoing tests and assessments are then carried out in all subjects to measure progress. Teachers are mindful of the latest assessments for students in each lesson and plan the work on this basis. Marking is good. It informs students how well they are doing and how to improve.

Quality of curriculum

Good

The curriculum and other activities are good with a few excellent aspects. This ensures that students enjoy their learning and their needs and interests are met closely so they can achieve well. The curriculum is well organised with secular and Islamic studies woven together in a way that students like. Provision for PSHCE is outstanding and this makes an excellent contribution to personal development. The school's schemes of work are detailed, enabling students to develop their knowledge and understanding in all the required areas of learning. Opportunities to develop basic skills in English, mathematics and ICT are good. Islamic education is based on *darse-e-nizami* (traditional Islamic theology). This 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. The school has developed its own *aalim* (Islamic scholarship) programme which is implemented very effectively. The school offers opportunities for students to gain accreditations in a good range of secular and Islamic studies. Educational visits enrich learning. For example, students regularly visit the National Space Centre in relation to their studies. Lunch time and after-school clubs include those for mathematics, ICT, homework and sports. The provision for post-16 students meets their needs and interests well. For example, the current students enjoy their work including Islamic studies, A Levels and BTEC courses.

The school has good arrangements in place to provide careers guidance and work experience in line with students' aspirations.

Pupils' welfare, health and safety**Outstanding**

Provision for students' welfare, health, safety and safeguarding is outstanding. All of the regulations in these regards are met. The school has an excellent family ethos underpinned by extremely strong relationships between adults and students. Students are exceptionally well cared for. Arrangements for staff recruitment are of a very high standard and the school carries out all of the required checks to ensure that adults in school are suitable to work with children and records them as required on a single central register. Safeguarding policies and procedures are regularly reviewed. The designated officer for child protection and all other staff are appropriately trained. A member of staff acts as a child welfare officer and students speak very highly of the support they receive from all staff. The school's first aid policy is effective. Risk assessments for the premises, practical lessons and school trips are carefully attended to. Fire risk assessments are carried out regularly and all other fire safety requirements are met. The school's policy to promote outstanding behaviour is very effective. Staff manage students' behaviour extremely well at all times. Students value the system of merits and 'treats' for achievement and personal conduct very highly. The school's anti-bullying policy is very effective. Thorough advice is given to students regarding dealing with bullying including that which can occur through the use of computers and mobile phones. Students say that they enjoy healthy lifestyles and confidently adopt practices that ensure their own safety.

Leadership and management**Good**

Leadership and management are good. The effectiveness of the school's leadership can be seen in students' good achievement, outstanding behaviour, strong teaching, good curriculum, outstanding provision for students' well-being and the improvement since the last inspection. The two proprietors are also teachers in the school and, along with the headteacher and deputy headteacher, provide strong leadership where ambitions for the school are clearly communicated to everyone. As a result, all staff pull in the same direction and are committed to further improvement. The school has taken on board the suggested recommendations from the previous report. Teachers are pleased with the arrangements for professional development and say that this helps them to ensure that students achieve well.

Senior managers frequently check and evaluate the quality of teaching. This is effective in maintaining a consistently good and sometimes higher quality of teaching. However, the impact of teaching on learning and progress in each lesson is not always clearly identified. Consequently, teaching is not improving to the extent that almost all students make rapid or sustained progress over time. Self-evaluation is accurate. The school knows its strengths and weaknesses. Leaders recognise that although the secular curriculum is good, it does not yet give all students the opportunity to make exceptional progress, especially in developing their reading, writing and mathematical skills. Plans are developing positively in this regard. The school works closely with parents, carers and others to ensure that students achieve well. Responses on Parent View confirm inspectors' views that the school provides a good quality of education and everyone responding indicated that they would recommend this school to others.

The proprietors have ensured that all of the independent school standards are met. The school's premises and accommodation are well maintained. All requirements regarding the provision of information for parents and carers and the manner in which complaints are to be handled are met.

In relation to the school's application to increase the upper age limit from 16 to 19 years and also increase its student capacity up to a maximum of 200 students, inspectors recommend to the Department for Education (DfE) that both of these changes are approved. The current provision, accommodation and other relevant arrangements have been considered by inspectors and were found to meet the independent school standards. The school appreciates that material changes can only be made if they are approved by the DfE.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.

School details

Unique reference number	136189
Inspection number	422830
DfE registration number	380/6349

This inspection was carried out 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.

Type of school	Muslim faith school
School status	Independent day school
Age range of pupils	11–16 years
Gender of pupils	Boys
Number of pupils on the school roll	147
Number of part time pupils	0
Proprietor	Mr Ali and Mr Raqeeb
Chair	Mr Ali
Headteacher	Mr Yusuf Collector
Date of previous school inspection	4 November 2010
Annual fees (day pupils)	£1,550
Telephone number	01274 501597
Fax number	Not applicable
Email address	admin@eternallightschool.co.uk

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