

# Darul Uloom Islamic High School

18 October 2016

521–527 Coventry Road, Small Heath, Birmingham B10 0LL

## Overall outcome

**The school meets all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraph 2, 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(c), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(f), 2(2)(g), 2(2)(h), 2(2)(i)*

- At the previous progress-monitoring inspection in May 2016, the standards listed above were not met because, although leaders had put a curriculum policy in place, there was no evidence of effective implementation. For instance, leaders were not able to show that the timetabled provision for English and mathematics was weighted according to the written policy. Moreover, inspectors found that schemes of work did not all take into account pupils' ages, aptitudes and abilities and there were limited opportunities for developing pupils' speaking, listening, literacy and numeracy skills. It was also found that there were limited opportunities for learning in technological, physical, human and social, aesthetic and creative aspects of the curriculum.
- A broad and balanced curriculum is now in place. The school has a written curriculum policy which details provision for the Islamic education of pupils and for the secular National Curriculum subjects, including personal, social, health and economic (PSHE) education.
- The curriculum is now supported by appropriate schemes of work which detail explicit learning objectives, resources and how teachers must ensure that aptitudes, ages and abilities are taken into account.
- Opportunities to actively promote fundamental British values are identified across both the Islamic and secular curriculum. These are included in teachers' lesson plans and inspectors were able to see examples of teachers promoting understanding in this area. For instance, in a religious education lesson, the teacher asked pupils to consider how somebody with no faith might respond to suffering and why this might be different from those who have faith.
- The planned programme of PSHE education is now in place and delivered through lessons in citizenship, religious studies, assemblies and form times, alongside the school's programme of educational visits. Pupils are supported to develop their understanding of opportunities and responsibilities within British society. They are now specifically taught to understand and demonstrate respect for those with protected characteristics. This was demonstrated in discussions inspectors held with pupils.
- Since September, leaders have introduced a focus on ensuring that pupils have opportunities to practise and apply their mathematical learning, spelling, punctuation

and grammar in other subjects. Leaders have realistic expectations and timescales in place to check the impact on the overall progress of pupils.

- Careers education is impartial and up to date. The school makes use of a commercial scheme which supports pupils in building up a personal profile. Advice is current and accurate, ensuring that pupils are aware of the next steps to take in pursuit of their career goals.
- These standards are now met.

*Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i)*

- At the previous progress-monitoring inspection, the standards listed above were not met because inspectors found that teachers were not using effective teaching methods and activities or managing class time well. In addition, inspectors found that teachers did not have a good understanding of pupils' aptitudes, needs and prior attainment and were not demonstrating good knowledge and understanding of the subject matter being taught.
- Following a number of new appointments, teachers now demonstrate good subject knowledge. Recently, the new headteacher has provided teachers with additional training to support them in developing effective planning for learning and to broaden their approaches to teaching. They are increasingly using a range of strategies, and managing class time well because they are confident that leaders will support them as they try new approaches. As a result, pupils are motivated and interested in their learning. Records for those currently in the school suggest that rates of progress are improving as a result of these strategies. Moreover, attainment in 2016 was well above the unvalidated national average for pupils achieving grades A\* to C in English and mathematics.
- Classroom resources have been improved. For instance, the provision for information technology has been enhanced through the purchase of a suite of new computers and the science classroom is being refurbished. Teachers expressed their pleasure at being able to use much-improved equipment and resources to support their teaching and accelerate the learning of their pupils.
- An appropriate assessment system is now in place, which all teachers understand. This clarifies how and when the school will report to parents about pupils' attainment and progress. The headteacher has increased the number of assessment points across the year. As a result, teachers are now provided with up-to-date information to ensure that learning and challenge are better matched to pupils' starting points. However, the school is not yet monitoring the progress of different groups of pupils.
- These standards are now met.

## Part 2. Spiritual, moral, social and cultural development of pupils

*Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)*

- At the time of the previous monitoring inspection, these standards were not met because not all schemes of work had links to fundamental British values. Therefore, leaders had not ensured the consistent promotion of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs in all subjects.
- Following a very detailed audit carried out by leaders, the school identified where and how spiritual, moral, social and cultural development will be taught across all

subjects. Explicit opportunities to promote British values are clearly identified, including a programme of visits to a range of religious, legal and cultural institutions, such as different places of worship, libraries and museums. Those pupils who have participated in these opportunities so far have been helped to acquire a better understanding and respect of other faiths, cultures and beliefs and the services available to them. Visitors to the school, including the police and representatives of the army, help pupils to develop understanding and respect for the rule of law. The school pays close attention to the impact of this provision on pupils' aspirations.

- Leaders are vigilant in ensuring that pupils are provided with balanced political views. No literature of any concern was found in the school and inspectors found no evidence of extreme views. Leaders check visitors to the school carefully and only allow supervised access to pupils.
- Pupils are supported by their teachers to develop an understanding of and respect for democracy through membership of the school council, debating opportunities and discussion of school rules. They are encouraged to represent class views and explain these to school leaders.
- Pupils' behaviour is good because they have a clear understanding of the school's behaviour policy, take responsibility for their own behaviour and know how it might impact on others. For instance, they explained that to disrupt lessons would interfere with the learning of others.
- Pupils are well versed in what it means to be British. The pupils spoken to by inspectors were articulate about the values of modern Britain, the importance of demonstrating respect and tolerance for all religions and cultures and the ways in which the law and democracy underpin our society. They could identify those who are protected from discrimination by law and offered well-considered examples of how this could be demonstrated in practice.
- Pupils undertake a range of community activities, including participating in events to raise funds for local charities. A group of pupils visited Cumbria following the floods to help victims. When speaking with inspectors, they made appropriate links between their charitable activities, British values and their own religious beliefs.
- These standards are now met.

### Part 3. Welfare, health and safety of pupils

#### *Paragraph 7, 7(a), 7(b)*

- At the previous monitoring inspection, the above standards were not met because inspectors found that the school had not made adequate arrangements to safeguard and promote the welfare of pupils, as there was no convincing evidence that staff had received the latest government safeguarding guidance. In addition, leaflets with inappropriate content were found in an area shared with the mosque.
- The school's arrangements to safeguard and promote the welfare of pupils are now effective and follow the most recent guidance from the Secretary of State. All staff have now signed to say they have received up-to-date training on the latest guidance and have read part one of 'Keeping Children Safe in Education', September 2016. The school also has records of the test they required staff to take to show that they understood the content of the guidance.
- Very quickly following his appointment, the headteacher created a new, secure entrance to the school. As a result, no member of the community can enter the school without a member of staff and there is no longer a shared access way with

attendees at the neighbouring mosque.

- These standards are now met.

*Paragraph 15*

- This standard was not met at the last inspection because admissions and attendance registers were not kept in accordance with the requirements of the independent school standards and rigorous steps were not taken to establish the whereabouts of pupils who were missing from education.
- Leaders have addressed administrative weaknesses to ensure that admissions and attendance registers are in place and maintained according to regulations.
- Records show that leaders now follow up absences quickly and appropriately and that these are recorded accurately. Leaders inform the local authority of any pupils they have concerns about within expected timescales.
- These standards are now met.

Part 6. Provision of information

*Paragraph 32, 32(1)(g)*

- At the last monitoring inspection, this standard was not met because inspectors were not provided with all information requested.
- During this inspection, information requested by inspectors was provided promptly and inspectors were given access to the school's admissions and attendance registers.
- The school's safeguarding policy is made available to parents on request as the website is currently under reconstruction.
- This standard is now met.

Part 8. Quality of leadership in and management of schools

*Paragraph 34, 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- The standards listed above were not met at the last monitoring inspection because the proprietor had not ensured that the independent school standards were consistently met.
- The new headteacher and his very recently formed leadership team have rapidly improved key aspects of the school's provision. All those in leadership positions now demonstrate good skills and knowledge, reflected in the improvement in teaching and learning inspectors found during the inspection. They have made good progress in addressing the areas for improvement from the last standard inspection. Therefore, leaders now fulfil their responsibilities effectively.
- Pupils' well-being is high on the school's agenda. All teachers understand their responsibility for safeguarding because leaders have made sure that training is up to date. Records of any concerns are kept diligently, including involvement with other agencies, and the impact of actions taken.
- These standards are now met.

## **Compliance with regulatory requirements**

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### **The school now meets the following independent school standards**

- Paragraph 2, 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(c), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(f), 2(2)(g), 2(2)(h), 2(2)(i)
- Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i)
- Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)
- Paragraph 7, 7(a), 7(b)
- Paragraph 15
- Paragraph 32, 32(1)(g)
- Paragraph 34, 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

## School details

Unique reference number	103586
DfE registration number	330/6078
Inspection number	10025446

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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 school
Age range of pupils	11–16
Gender of pupils	Boys
Number of pupils on the school roll	107
Proprietor	Jami Mosque and Islamic Centre Charity
Trustee in charge	Nural Haque
Headteacher	Mr Abdul Jalil Shaikh
Annual fees (day pupils)	£2,500
Telephone number	0121 772 6408
Website	<a href="http://www.darululoom.org.uk">www.darululoom.org.uk</a>
Email address	<a href="mailto:duhead@darululoom.org.uk">duhead@darululoom.org.uk</a>
Date of previous standard inspection	15 October 2015

## Information about this school

- Darul Uloom Islamic High School is an independent Muslim faith school that provides full-time education for boys.
- The school opened in 1985 and is located on the same site as the Jami Mosque and Islamic Centre. Since August 2016 these have operated as separate sites and under separate governance arrangements.
- The current headteacher was appointed in August 2016.
- The school provides both Islamic and secular education.
- The school does not make use of any alternative provision.
- There are no pupils who have special educational needs and/or disabilities.
- All pupils who attend the school are practising Muslims. Pupils come from a wide range of cultural backgrounds.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged not to have met at its previous inspection.
- Inspectors observed learning in lessons across the curriculum, including English, mathematics, information technology, creative arts and religious education. They also evaluated pupils' work during lessons and undertook a scrutiny of pupils' work over time.
- Discussions took place with senior leaders, advisers to the trustees, the external school improvement adviser, teachers, pupils and parents.
- There were insufficient responses to Ofsted's online questionnaire, Parent View, to be taken into account.
- Inspectors scrutinised and evaluated a range of school documents, including the school's information on the achievement of current pupils, safeguarding and child protection documents, a range of policy documents, the school's admissions and attendance registers, the single central record and checks made on staff prior to recruitment.

## Inspection team

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Mel Ford, lead inspector	Her Majesty's Inspector
David Rzeznik	Ofsted Inspector

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