

Eternal Light Secondary School

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

Inspection dates

14–16 March 2017

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| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Outstanding |
| Outcomes for pupils | Good |
| Sixth form provision | Good |
| Overall effectiveness at previous inspection | Good |

Summary of key findings for parents and pupils

This is a good school

- Leaders and proprietors have ensured that the independent school standards are met. They place a high priority on safeguarding.
- The behaviour and personal development and welfare of pupils is outstanding. Pupils' attitudes to learning are excellent.
- Most pupils make good progress in the majority of subjects.
- Pupils' understanding of British values is exceptional and their spiritual, moral, social and cultural development is a strength of the school.
- Teachers are successful in ensuring that the school is a thriving learning community. Their emphasis on literacy is helping to accelerate pupils' learning.
- The proprietors are highly committed to their equalities responsibilities. They are determined to ensure that the boys become positive Muslim role models in British society.
- Parents are unanimous in their support for the school. The school communicates effectively with parents.
- The school provides a good quality of education that successfully combines Islamic studies with secular subjects.
- Students learn, behave and achieve well in the sixth form. They are effective mentors and role models to younger pupils.
- The most able pupils do not achieve as well as they could from their starting points.
- The school's systems for tracking pupils' progress do not focus enough on the most able pupils.
- Teachers do not always provide sufficient challenge for the most able pupils.
- Arrangements for managing the effectiveness of teachers are not rigorous enough and targets are not linked to pupils' progress.

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.

Full report

What does the school need to do to improve further?

- Increase the rate of pupils' progress, particularly for the most able, by
 - further developing the school's assessment systems, so that that leaders and teachers prioritise the progress made by the most able pupils
 - improving teaching so that all teachers provide sufficient challenge to pupils
 - providing teachers with robust performance management targets.

Inspection judgements

Effectiveness of leadership and management

Good

- School leaders and proprietors are highly effective in ensuring that the independent school standards are met. School staff describe the headteacher as 'awesome' and say that they 'look forward to Mondays'. As a result, the school is a thriving and safe learning community.
- The curriculum is broad and balanced. Pupils develop their creative and aesthetic skills through 'creative arts' days and general studies. The curriculum is enriched by additional activities, including trips, visits and talent competitions. The Islamic and secular elements of the curriculum are deliberately and effectively intertwined. Pupils make good progress in this cohesive provision.
- Pupils' understanding of British values is exceptional. Pupils' work in their personal, social, health, and careers education lessons addresses every aspect of them. Pupils selected at random could quote each of the values and give extensive evidence of when and where they had explored them. Consequently, pupils' respect and tolerance permeate every aspect of their school experience.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Leaders ensure that this is threaded through every aspect of the Islamic and secular curriculum. Pupils are actively involved in local 'clean-ups' and raise money for charity. Pupils display high levels of resilience and are developing into confident young men who are committed to improving their local community.
- Leaders have strong relationships with parents. All parents, who responded to the Ofsted Parent View survey, said that they would recommend the school to others. The school provides parents with regular, informative reports on their son's progress and behaviour.
- School leaders use a variety of appropriate methods to evaluate the quality of teaching and provide training for staff. Subject experts effectively support teachers who are new to the school. However, not all staff have a secure understanding of how to improve their teaching, particularly in relation to accelerating pupils' progress still further.
- The school's systems for performance management are not sufficiently robust. Teachers' targets are not measurable or specific. As a result, teachers are not always focused on actions that will most improve their teaching.

Governance

- The two proprietors are highly committed to ensuring that they fulfil their aim of enabling Muslim boys to become positive role models in British society. The proprietors' determination to achieve this aim is inspirational and is demonstrated through their:
 - secure understanding of the strengths and weaknesses of the school
 - exceptionally high expectations for pupils' behaviour and conduct
 - insistence that boys are explicitly taught about equalities, including the importance of women in society
 - regular interrogation of the school's recent assessment information

- comprehensive understanding of their responsibilities for safeguarding pupils
- appropriate challenge to the headteacher.

Safeguarding

- The arrangements for safeguarding are effective. The safeguarding policy is detailed, has regard to the latest statutory guidance and is published on the school's website. The school's single central record includes all of the required checks.
- School leaders take their responsibilities for safeguarding seriously. The designated safeguarding leader, one of the proprietors and other named persons have the relevant qualifications. All staff have undergone extensive and recent child protection training. As a result, staff are alert to a range of issues, including potential signs of radicalisation, child sexual exploitation, forced marriage and female genital mutilation. School leaders have effective internet filtering systems in place. School leaders carry out meticulous checks to ensure that visiting speakers are suitable.
- School leaders go the 'extra mile' to ensure that their recruitment procedures are robust. Staff recruitment files are well organised and contain additional signed statements to check if staff have lived or worked abroad.

Quality of teaching, learning and assessment

Good

- Teachers consistently reinforce their high expectations for behaviour and learning. Teaching is characterised by strong relationships between teachers and pupils. Classrooms are a thriving environment for learning.
- Teachers set pupils challenging targets in all subjects. Pupils undertake regular assessments in all subjects to ensure that they are not falling behind. Leaders and teachers provide a range of extra help to pupils, which helps them catch up.
- Teachers set appropriate homework that builds on pupils' prior learning. All pupils attend 'Mutala', a session that takes place after school, primarily for homework completion. Teachers are available to provide additional personalised support if pupils require it. Pupils appreciate this session and are developing into resilient learners.
- Teachers effectively prioritise the development of pupils' literacy skills. Teachers routinely ensure that they explain key terms to pupils. A few pupils, with weaker literacy skills, are given personalised support in lessons, if they require it.
- The development of pupils' reading successfully underpins pupils' learning. Teachers join pupils in private reading once a week during form period. Pupils have regular opportunities to read out loud in class. As a result, pupils, including those in Year 7, read with fluency and understanding.
- Teachers take appropriate opportunities to embed numeracy into their lessons. For example, when discussing the Queen, pupils were asked to calculate how long she had been on the throne. Pupils' books are well presented, and they all use rulers when presenting mathematical diagrams.
- Most teachers apply the school's marking policy consistently. Teachers provide helpful feedback to inform pupils' next steps. Pupils make strong progress in the majority of

subjects.

- Not all teachers provide sufficient challenge to the most able pupils. The most able pupils are not always identified by teachers. Occasionally, the most able pupils finish their work early and do not have enough opportunities to stretch themselves further.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils' understanding of British values is deep-rooted. Pupils have a comprehensive understanding of the similarities between religions and have opportunities to visit local places of worship, including a church and a Sikh temple. They respect the laws of the land and have an elected school council. They are taught about the lesbian, gay, bisexual and transgender community in their first term at school. Pupils are highly respectful of peoples' differences.
- Parents are rightly complimentary about the high levels of tolerance and respect that the school instils in their sons. Mothers, in particular, say that they notice the respect given to them by their sons, since starting at the school.
- Pupils know how to keep themselves healthy, including their emotional health. Pupils are required to have healthy packed lunches. Years 11 and 12 have recently been taught resuscitation by a first aid charity. Pupils demonstrate high levels of self-awareness and concern for others.
- Pupils are taught effectively how to stay safe. All pupils are alert to the potential dangers of internet use. As a result, pupils say that they feel safe and parents agree.
- Pupils know how to stay safe in school. Break times are well organised, and staff provide appropriate supervision. Pupils automatically know how to make safe use of the playground, so that they can all take turns to participate in ball games.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' attitudes to learning are exceptional. They respond positively to the very high expectations of all staff. Every classroom and social area has a culture of respect and cooperation. Teachers rarely apply sanctions, but promptly contact parents if a boy is not fully engaged in learning. As a result, pupils are able to study without interruption.
- Pupils' attendance is high and well above that of other secondary schools. No pupils are regularly absent. There are no differences between the attendance of different year groups.
- Pupils' conduct is exemplary. The boys wear their uniforms with pride, and are polite and kind to each other and visitors. School leaders have not had to exclude any pupil since the last inspection.
- Pupils report that bullying is non-existent and school records confirm this. Pupils are sensible enough to recognise that it could happen and are confident that any member of

staff would address it successfully.

Outcomes for pupils

Good

- School leaders have a well-considered system in place to assess pupils' attainment on entry. Pupils' progress is measured regularly and accurately. The school makes effective use of internal and external moderation of its assessments to ensure that they are as reliable as possible.
- In 2016, most pupils made strong progress in most subjects, including mathematics and science. Pupils' progress in English was comparatively lower, but school leaders predict that this will improve in 2017. The work of pupils across a range of subjects shows that teachers' assessments are accurate.
- Pupils attained very high standards in GCSE religious education and information and communication technology (ICT) in 2016. Pupils' attainment in history was slightly lower. Pupils take their GCSE Urdu a year early; this does not appear to impede their outcomes. In 2016, 94% of pupils attained a grade C or above in Urdu. Inspectors saw evidence that these standards are likely to be maintained in 2017.
- Pupils make sustained progress in 'Alim', which incorporates all aspects of Islamic studies. School leaders check pupils' progress regularly and can demonstrate that the majority of pupils are making strong and sustained progress.
- Pupils who speak English as an additional language make similar progress to their peers in school. The large majority of disadvantaged pupils identified by the school are making similar progress to their peers, across year groups and subjects.
- Pupils have a variety of suitable opportunities to explore their future careers. They benefit from a range of visiting speakers including a doctor, an architect and a pharmacist. They are taught about careers from Year 7 onwards, and have access to impartial independent careers advice. As a result, all pupils proceed to suitable destinations at the end of Year 11.
- The most able pupils do not always make the progress that they are capable of. School leaders do not identify the most able pupils accurately and consequently do not routinely check their progress. Pupils' work provides evidence that these pupils are not stretched as much as they could be, particularly in English. According to the school's predictions for 2017, too few pupils are likely to achieve the highest grades in GCSE English language.

Sixth form provision

Good

- Leaders in the sixth form are highly effective in ensuring that students make continued progress in the sixth form. Students who wish to access a wider range of subjects leave at the end of Year 11 to join other local post-16 providers. Students are well prepared for their next steps in education.
- Students follow an appropriate study programme, in line with the school's aims and ethos, with an emphasis on Islamic studies. Alongside this, students study an appropriate vocational course and have recently commenced A level mathematics. The few students who need to have an opportunity to retake their GCSEs in English and/or mathematics.

- Students behave extremely well in the sixth form. Attendance and punctuality levels are good and retention on courses is high.
- Students' personal development and welfare is strong. All students undertake relevant work experience, or volunteering. They act as effective mentors to younger pupils during the after-school 'Mutala' session.
- Students have a good understanding of how to stay safe. They are well-informed about the inappropriate use of social media. As a result, they are excellent role models.
- Students make good progress in Islamic studies and other subjects. Last year, all students who took the course achieved a distinction grade in ICT. School information shows that this year students are on course to achieve similar grades in health and social care.
- Students have suitable access to appropriate independent careers advice. They also have opportunities to develop their employability skills through the use of workplace visits and employer-led workshops. All students who left the sixth form in 2016 went onto appropriate higher education or apprenticeships.
- Teachers have high expectations of students. They use appropriate questioning to challenge students. However, teachers do not always provide students with helpful advice about how they can improve their work. Not all students make the very rapid progress that they are capable of.

School details

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| Unique reference number | 136189 |
| DfE registration number | 380/6349 |
| Inspection number | 10025961 |

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.

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| Type of school | Other independent school |
| School status | Independent school |
| Age range of pupils | 11 to 19 |
| Gender of pupils | Boys |
| Gender of pupils in the sixth form | Boys |
| Number of pupils on the school roll | 147 |
| Of which, number on roll in sixth form | 38 |
| Number of part-time pupils | 0 |
| Proprietor | Mr Ali and Mr Raqeeb |
| Headteacher | Mr Yusuf Collector |
| Annual fees (day pupils) | £1,800 |
| Telephone number | 01274 501597 |
| Website | http://eternallightschool.co.uk/ |
| Email address | info@eternallightschool.co.uk |
| Date of previous inspection | 15–17 January 2014 |

Information about this school

- Eternal Light School opened in October 2007. It is located in the Little Horton area of Bradford. The school is a Muslim boys' school for up to 200 boys aged from 11 to 19 years.
- Approximately 70% of pupils speak English as an additional language. This is because English is not spoken in their homes. No pupils are in the early stages of acquiring English.

- There are no pupils on roll who have a disability, a statement of special education needs or an education, health and care plan.
- School leaders identify that 7% of pupils would be eligible for free school meals if the school was entitled to the funding.
- 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 does not use alternative provision.
- The school was last inspected in January 2014.

Information about this inspection

- This inspection was carried out over two and a half days.
- The lead inspector toured the premises and the outside area to ensure that the relevant independent standards were met and pupils' welfare was considered.
- Inspectors observed teaching and learning in a range of lessons across subjects and year groups. They also considered pupils' work in books, in a wide range of subjects. An inspector listened to pupils read.
- Inspectors held meetings with the headteacher, the designated safeguarding leader, the assessment leader, the lead teacher for literacy, the post-16 leader, the teacher responsible for Islamic studies and the two proprietors.
- Inspectors met with two groups of pupils. They also spoke with pupils informally in lessons and around school.
- The lead inspector spoke with parents before school commenced. Inspectors took account of the 52 responses to the Ofsted survey, Parent View, including the written comments, and 14 responses to the staff survey were also considered.
- Inspectors reviewed a variety of documents including policies, behaviour records, the single central record, curriculum documents, performance management information, recruitment records, training records, and the school's risk assessments.
- The lead inspector checked the school's website to confirm that the required policies and documents are available, including the school's safeguarding policy.

Inspection team

Julia Wright, lead inspector

Ofsted Inspector

Jen Cave

Ofsted Inspector

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