

Dar-UI-Madinah

Granville Street, Blackburn, Lancashire BB2 6HD

Inspection dates

5 June 2019

Overall outcome

The school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented

Main inspection findings

Part 1. Quality of education provided

Paragraph 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)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(h), 2(2)(i)

- The school's curriculum policy covers an appropriately broad range of subjects, including those that are proposed to be taught in key stage 2. These subjects encompass linguistic, mathematical, scientific, technological, human and social, physical education and aesthetic and creative education. The curriculum is closely aligned to the most up-to-date national curriculum. It is supplemented by a specific programme of Islamic studies that reflects the school's faith ethos. The associated schemes of work contain sufficient detail about how the content of the curriculum will be organised to ensure that pupils make progress in their development of knowledge and skills.
- The school has detailed plans in place to promote fundamental British values and pupils' personal, social, health and economic (PSHE) education effectively. This is to be done as part of the school's core curriculum and through specific PSHE teaching activities. This programme reflects the school's aims and ethos. It promotes an understanding of all the protected characteristics identified in the 2010 Equalities Act.

Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4

- The school's schemes of work include clear planning of sequences of lessons that build upon the learning already established in the school in key stage 1. The schemes of work clearly explain how the content of the curriculum will be organised to ensure that pupils develop their knowledge and skills appropriately and systematically.
- The school's written assessment policy is comprehensive and detailed. It highlights clearly how and when pupils will be assessed and the purposes of those assessments. These include the use of assessments to allow teachers and leaders to monitor pupils' attainment and progress. There is an expectation that teachers will use assessment information to inform their planning, to ensure that teaching meets pupils' learning needs.
- The school has appropriate high-quality resources in place that are suitable to

promote learning for primary-aged pupils, including those with special educational needs and/or disabilities (SEND). For example, age-appropriate reading and writing materials are available. A wide range of art materials are already in use within the school. Additionally, a range of technology is available to pupils, to allow them to safely access additional online resources that are appropriate to their age.

- It is proposed that additional teachers will teach the anticipated growing numbers of pupils attending the school if the material change is approved. At the time of the inspection, the additional teachers had not been appointed to the school. However, effective recruitment processes are in place to ensure that leaders and proprietors recruit suitable staff. Leaders expect all teachers appointed in school to have qualified teacher status. Leaders and proprietors have successfully appointed staff that have brought about improvements to the quality of teaching in the school. Additionally, leaders have successfully completed additional training, including safer recruitment training. This will support their recruitment process and promote good teaching in the school.
- The standards relating to the quality of education are likely to be met.

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

Paragraphs 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), 9, 9(a), 9(b), 9(c)

- Planning shows that the school will actively promote mutual respect and tolerance of those with different faiths and beliefs. Clear schemes of work for PSHE and spiritual, moral, health and cultural education contain well-chosen topics to promote pupils' social skills and cultural understanding. The proprietor and headteacher plan to make use of a range of educational visits and visitors to promote pupils' knowledge and understanding of the diverse society in Britain. Additionally, appropriately planned adventurous activities aim to promote the development of pupils' resilience and self-confidence.
- School policies relating to behaviour clearly define the high expectations of pupils and staff. The proprietor intends to continue to implement the well-established systems that are currently used in the school to promote pupils' good conduct. These include a clearly defined reward scheme that allows pupils to collect points to achieve certificates and prizes. These procedures will also provide appropriate ways for pupils to report any concerns that they may have. Pupils will also contribute to the leadership and management of the school through the establishment of a school council. Appropriate systems are in place to record any sanctions imposed on pupils for serious misbehaviour.
- Leaders have appropriate policies and procedures in place to inhibit the promotion of extremist or partisan materials and views. Current staff are trained in strategies to identify and act effectively upon any concerns relating to extremism. Leaders intend to continue to ensure that all newly appointed staff receive similar training as part of their induction to the school.
- The standards relating to spiritual, moral, social and cultural development are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The school's current written safeguarding policy and procedures show due regard for the current guidance from the Secretary of State.
- The school's policy is implemented effectively to ensure that staff are well trained and vigilant about any risks posed to pupils. Systems are well established to ensure that safeguarding records are meticulously kept and fit for purpose. They ensure that leaders are well informed of any emerging concerns relating to safeguarding. The systems also ensure that appropriate actions are completed, including the sharing of appropriate information with other authorities, parents or carers.
- The proposed change to the school's age range is unlikely to have a negative impact on the effectiveness of safeguarding in school. Consequently, this standard is likely to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(c)

- At the time of the material change inspection, the school website was not operational due to ongoing maintenance. The school's policy relating to the safeguarding of pupils pays due regard to the most up-to-date guidance from the Secretary of State. It is available to parents, carers and others from the school office. The headteacher intends to continue to publish this policy on the school website when it is back up and running.
- The school meets the standard relating to the publication of its safeguarding policy.

Part 8. Quality of leadership in and management of schools

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

- Leaders demonstrate a secure understanding of the independent school standards and how they apply to the needs of pupils currently attending the school. Leaders and managers have a clear commitment to ensure that pupils attending the school are safe and that pupils' well-being is strongly promoted. Leaders' swift and effective actions ensured that all unmet standards that were identified at the school inspection in May 2018 were met at the most recent school monitoring inspection in January 2019.
- Leaders have carefully considered the expansion of the school age range. They intend to extend the school's age range in a systematic and controlled manner over the next few years to continue to promote good-quality education. They have designed a curriculum of appropriate breadth that is likely to meet the needs of pupils from seven to 11 years old.
- Leaders demonstrate a secure understanding of the need for additional staff to support the proposed changes to the school's age range. Leaders have well-established procedures in place to recruit the appropriate number of members of staff.
- Leaders have ensured that the standards inspected as part of this inspection are likely

to be met following the proposed material change to the school's registration. Consequently, the standards relating to leadership and management are likely to be met.

Schedule 10 of the Equality Act 2010

- Leaders have ensured that the school meets the requirements of schedule 10 of the Equality Act. Leaders have an accessibility plan in place.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change.

School details

Unique reference number	142931
DfE registration number	889/6015
Inspection number	10099743

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Other independent school
School status	Independent school
Proprietor	Mr Khalid Mirza
Headteacher	Mrs Naheeda Mohammed
Annual fees (day pupils)	£0
Telephone number	01254 262 823
Website	www.Darulmadinah.co.uk
Email address	bbhead@darulmadinah.co.uk
Date of previous standard inspection	22–29 May 2018

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	5 to 7	5 to 11	5 to 11
Number of pupils on the school roll	16	40	40

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	16	40
Number of part-time pupils	0	As required
Number of pupils with special educational needs and/or disabilities	4	As required
Of which, number of pupils with an education, health and care plan	0	As required
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	0

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	1	3
Number of part-time teaching staff	0	As required
Number of staff in the welfare provision	3	6

Information about this school

- The school opened in September 2017 and is run by a trust. It was inspected in May 2018. At that inspection, a number of independent school standards were unmet. At a subsequent monitoring inspection in January 2019, all the unmet standards were found to have been met.
- The school is registered for 40 pupils aged five to seven years. There are currently 16

pupils on roll in Year 1. The school does not currently charge fees.

- The school shares premises with an early years provision that is registered and inspected separately. The headteacher, board of trustees and managers lead and manage both the early years provision and the school.

Information about this inspection

- This inspection was commissioned by the registration authority to consider the proposed material changes to the school's age range to admit pupils up to 11 years of age. In carrying out this type of inspection, inspectors assess the extent to which the school is likely to meet the Education (Independent School Standards) Regulations 2014 following the proposed material change.
- The inspector checked on the proprietor's compliance with the parts of the independent school standards that were commissioned.
- During the inspection, meetings were held with the headteacher and the teacher of pupils aged five to seven years. A telephone conversation was held with a director of the proprietary body who is registered at Companies House.
- The inspector reviewed the school's policies in relation to the quality of education and the spiritual, moral, social and cultural development of pupils. A scrutiny of the school's assessments of pupils currently attending the school and safeguarding procedures, including recruitment processes and checks, was undertaken. A tour of the school premises was undertaken jointly with the headteacher.

Inspection team

John Nixon, lead inspector

Her Majesty's Inspector

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