

Eternal Light Secondary School

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

Inspection dates

10–12 July 2019

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

Summary of key findings for parents and pupils

This is an outstanding school

- Leaders ensure that the independent school standards are consistently met.
- Leaders have a clear and ambitious vision for the school. This is shared and supported in full by staff, pupils and parents.
- The school is extremely well led and managed. Leaders are approachable, and staff value highly the excellent communication from leaders. Staff say that their opinions and ideas are welcome and listened to.
- Teachers teach exceptionally well across both the Islamic and the secular curriculum. Consequently, pupils make rapid and sustained progress.
- Leaders have acted to improve pupils' reading and, consequently, vocabulary is widening and pupils' reading skills are improving. However, not all pupils try as hard with their spelling, punctuation and grammar in the secular curriculum as they do in the Islamic curriculum.
- Leaders ensure that the system for assessment is very well used in Islamic studies and the core secular curriculum. Leaders plan to embed this system into secular subjects beyond mathematics, English and science.
- Pupils' personal development and welfare is exceptionally well thought out and woven throughout all aspects of the curriculum. Pupils have excellent knowledge of fundamental British values.
- Pupils are very proud of their school. They meet teachers' high expectations for behaviour and conduct themselves impeccably throughout the day.
- Pupils make good progress from their starting points and achieve very well in GCSE examinations.
- Post-16 pupils are fantastic role models for younger pupils. They have immensely positive attitudes to learning and are clear that they remain at the school to complete their Islamic studies courses.

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?

- Ensure that all pupils apply the same standards to their spelling, punctuation and grammar in the secular curriculum as they do in the Islamic curriculum.
- Further embed the school assessment system so that the wider secular curriculum is monitored at the same high level as mathematics, English and science.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Leaders are exceptionally ambitious for their school. The vision is for the school to create 'the Imams of the future who are highly educated and have a balanced view of British values'. Leaders ensure that the curriculum is designed to enable this to happen.
- Teachers value highly the opportunities for their professional development that leaders provide. Through leaders' careful evaluations of the quality of teaching and learning, bespoke training is in place to ensure that teachers continue to teach exceptionally well. Staff value opportunities to discuss the way they teach, observe each other and view the quality of pupils' work across the curriculums.
- A comprehensive programme is in place to enable pupils to learn about fundamental British values and to develop spiritually, morally, socially and culturally. For example, pupils have had the opportunity to visit various places of worship for different religions and have taken part in a multitude of charity and community events.
- Leaders ensure that pupils have a strong understanding of the protected characteristics as defined by the Equality Act 2010. Pupils talk openly about how they would support a friend who was, for example, questioning their gender or sexual orientation. Pupils are clear that everyone is unique and should be respected for who they are and the choices they make.
- Leaders ensure that pupils have access to progressive curriculums in Islamic studies and the secular curriculum. Teachers build pupils' knowledge over time, building on what they know and can do. This ensures that pupils make rapid progress in their learning.
- Leaders ensure that the independent school standards are met consistently.
- Leaders ensure that they work with staff from other schools locally and more widely. This entails subject specialists working with teachers and leaders to quality assure assessments and pupils' work. This helps leaders to have an accurate view of the quality of education in the school.
- Parents are very supportive of the work of the school. One parent said, 'In my personal opinion, this is the greatest school ever to be established.' Another said, 'The school has truly motivated my child since his start with them, they are very organised and take care of the well-being and progress of every child.' All parents who expressed an opinion said they would recommend the school to another parent.

Governance

- Proprietors know the school exceptionally well. They are in the school every day and some proprietors also have a teaching role.
- The proprietors hold the headteacher to account for the quality of education in the school. Minutes show that meetings take place regularly and there is a focus on school improvement and the progress pupils make.

Safeguarding

- The arrangements for safeguarding are effective.
- The school's safeguarding policy is up to date with the latest government guidance and is implemented well. It is available to parents on the school's website.
- Leaders ensure that all appropriate checks are carried out on adults who work with pupils. There is an induction process for new staff and, within this, a clear focus on safeguarding pupils. Leaders ensure that staff are well trained in safeguarding, and staff are clear about what they should do if a pupil is vulnerable.
- Leaders are well aware of the risks their pupils may face, for example risks in the locality and risks online. Through a well-structured approach in both the Islamic and secular curriculums, leaders and teachers tackle issues such as radicalisation and extremism head-on. This means that pupils have a strong and deep understanding of these risks and how to protect themselves and their peers.
- Pupils say that they feel very safe in school and that they have members of staff they could turn to if they needed help. They are confident that they would be well supported to overcome any issues.

Quality of teaching, learning and assessment

Outstanding

- Teaching across both curriculums is outstanding. Pupils are very interested in and highly motivated by their work. Pupils feel challenged in their learning and work hard to meet teachers' high expectations of what they can achieve.
- Teachers in the Islamic curriculum have a clear focus on the careful development of pupils' speaking and listening skills in recitation class. This focus leads to stronger learning and a better understanding of how important intonation and tone are when reading from the Qur'an.
- In the secular curriculum, pupils have the opportunity to apply their knowledge and understanding to different questions. Pupils can write at length, but some pupils do not always reach the high standards for spelling, punctuation and grammar that are seen in Islamic studies.
- Pupils make rapid progress in Urdu. Older pupils, some of whom have no prior knowledge of Urdu, are very competent in translating Urdu into English.
- Teachers plan lessons exceptionally well. As well as covering curriculum content, they ensure that every opportunity to broaden pupils' understanding of wider society is taken.
- Teachers and pupils have excellent relationships. This creates a highly positive atmosphere for learning where pupils are willing to volunteer answers, work together or individually and present their work to their peers without hesitation.
- Assessment in lessons is ongoing and helps teachers to effectively monitor pupils' understanding, reshape the lesson to provide deeper understanding or deal with misconceptions.
- Teachers use the school assessment system well to track the progress that pupils make, particularly in Islamic studies and the core secular curriculum of English, mathematics and

science. If pupils fall behind, they are swiftly offered support. This helps pupils to catch up and keep up.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Teachers take every opportunity to weave opportunities for British values and spiritual, moral, social and cultural (SMSC) development into their lessons. For example, in Islamic studies, using stories to appreciate the moral of the story and, in religious studies, considering whether all questions need an answer, helps pupils to think deeply and consider the world around them.
- Pupils' attitudes to all aspects of their learning, including homework, are exceptionally positive. This is because pupils know that education equips them for the next stages of their lives.
- Pupils are well aware and confident to talk about the protected characteristics. Pupils are clear that gender equality is important and can give examples of how the school promotes this.
- Pupils are confident, highly self-aware and can articulate their views very well. They are clear that bullying in the school is very rare and that any incidents are swiftly 'nipped in the bud' by school leaders and teachers.
- Through personal, social, health and economic (PSHE) education, pupils prepare well for life outside of school. Pupils are very clear about how to stay safe online, for example.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are extremely polite and warm and welcoming to visitors. Pupils were happy to speak with and express their views to inspectors.
- Pupils have impeccable conduct throughout the school day in lessons and social times. There have been very few incidents of poor behaviour this academic year.
- Disruption to learning is exceptionally rare. This is because of the high value placed on education by pupils, staff and parents.
- Pupils attend well, rarely missing a day at school. The few who have been absent have had unavoidable circumstances, such as illness.

Outcomes for pupils

Outstanding

- Current pupils make excellent progress from their starting points in both the Islamic and secular curriculum. This is because pupils work hard. If pupils begin to fall behind, this is picked up swiftly and addressed so that pupils get back on track.
- Historical outcomes for GCSE show that pupils have attained well from their starting points. GCSE qualifications gained have enabled pupils to progress to education,

employment or training in line with their career aspirations.

- Impartial and broad careers advice ensures that pupils are aware of the options available to them at the age of 16 and beyond. Pupils who wish to complete the Islamic studies course stay at the school and those who wish to begin A-level or vocational study leave and go to different colleges in the area.
- Pupils read widely and often. A dedicated reading lesson each week is helping pupils to expand their vocabulary and knowledge. Books are borrowed from the library and from the English classroom and pupils often bring in their own books to read during social time.

Sixth form provision

Outstanding

- Leaders ensure that all of the independent school standards are met in the sixth form.
- Leaders manage the sixth form well. Students have a strong Islamic curriculum, which is their main purpose for remaining in the sixth form at Eternal Light Secondary School. Students complement this with A-level religious studies or a vocational course in health and social care. Students also have the choice to do employability related qualifications. Leaders are planning to broaden the range of academic qualifications that students can study alongside Islamic studies, from September, including A-levels in science, mathematics and English.
- Teaching and learning in the sixth form is outstanding. Students highly value the input they have from their teachers, alongside the opportunities to become more independent in their learning. Students' work shows that they are making strong progress from their starting points.
- PSHE education remains a priority in the sixth form. Current affairs are covered in weekly assemblies, and opportunities for SMSC are woven throughout Islamic studies.
- Pupils' AS-level results in religious studies and BTEC National Diploma results for health and social care show that students have made very good progress and attained well.
- Students have access to a broad range of careers advice and guidance. Students have high aspirations for their future careers and are clear about the pathways to achieve their goals. Pupils have the opportunity to carry out work experience, attend careers events, listen to external speakers and visit universities.
- Outside of the taught curriculum, students involve themselves fully in the life of the school. They are available to help and support younger pupils with their studies, and they are currently organising a football tournament. Sixth-form students are highly respected by younger pupils in the school.

School details

Unique reference number	136189
DfE registration number	380/6349
Inspection number	10093649

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	Other independent school
School category	Independent school
Age range of pupils	11 to 23
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	145
Of which, number on roll in sixth form	36
Number of part-time pupils	0
Proprietor	Mr Ahmed Ali, Mr Abdur Raqeeb & Mr Feizal Patel
Headteacher	Mr Yusuf Collector
Annual fees (day pupils)	£1,900
Telephone number	01274 501597
Website	www.eternallightschool.co.uk
Email address	office@eternallightschool.co.uk
Date of previous inspection	14–16 March 2017

Information about this school

- Eternal Light Secondary School opened in October 2007, with two proprietors. Following the previous inspection in March 2017, a third proprietor was added.
- The school can cater for up to 200 boys from the ages of 11 to 23.
- There are currently no pupils on roll who have an education, health and care plan.
- Approximately 59% of pupils at the school speak English as an additional language.

- 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 any alternative education provision.

Information about this inspection

- This inspection was conducted over two and a half days, with one day's notice.
- Inspectors toured the premises, reviewed policies and documents, spoke with pupils, former pupils, leaders, the proprietors, staff and representatives from the local authority.
- Inspectors observed pupils learning and in social times. Work books were reviewed from across both the Islamic and the secular curriculums.
- There were 34 responses to Parent View, Ofsted's online questionnaire for parents, which were considered during the inspection. There were no responses to the staff or pupils' questionnaire.

Inspection team

Debbie Redshaw, lead inspector	Her Majesty's Inspector
Marian Thomas	Her Majesty's Inspector
Geraint Evans	Her Majesty's Inspector

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M1 2WD

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