

Darul Madinah London

238 Romford Road, London E7 9HZ

Inspection dates

9 September 2019

Overall outcome	The school is unlikely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

All paragraphs

- The proprietor has not ensured that the curriculum policy, plans and schemes of work are fit for purpose for the proposed school. The documents were written for another school. The policy and plans refer to leadership roles, year groups and facilities that the school does not have. Some plans refer only to the Reception Year and not to key stage 1.
- The curriculum plans for literacy and English do not include details of the phonics scheme the school will use and contain no details about how pupils, including children in early years, will be taught to read.
- The plans do not make clear how the curriculum will be adapted for pupils with special educational needs and/or disabilities (SEND).
- The proprietor has not made sure that there are schemes of work for all the subjects that are planned. There are no schemes for Arabic, Urdu, physical education (PE) and information and communication technology (ICT).
- The schemes of work for mathematics and personal, social, health and economic (PSHE) education are fit for purpose and the subject content is sequenced effectively and is likely to ensure that pupils make progress.
- The school does not have the classroom resources needed to ensure that the curriculum can be delivered. Details of how subjects will be taught to ensure that pupils acquire new knowledge and make good progress are very limited. It is not clear how leaders will ensure the quality of teaching.
- The proprietor provided no details of the strategies teachers will use to manage behaviour.
- The proprietor provided no information about assessment and how pupils' performance will be measured in key stage 1.
- Some of the requirements in this part, as listed in the annex to this report, are not likely to be met.

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

All paragraphs

- The proprietor articulates a clear vision for pupils' spiritual, moral, social and cultural development and the active promotion of British values in the proposed school. The equalities policy includes guidance to encourage respect for all, including people with the full range of protected characteristics.
- The school's curriculum plans make clear how PSHE education, Islamic studies and topic work will promote pupils' spiritual, moral, social and cultural development. For example, pupils will learn about monarchy and government in history and learn how to make decisions through voting in elections in PSHE. Pupils will learn about the importance of honesty in Islamic studies.
- In the curriculum documentation, there are planned opportunities for pupils to grow in confidence and self-esteem. To encourage tolerance and harmony, pupils will learn about the sacred features of festivals of a range of religions.
- The requirements in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

All paragraphs

- The proprietor has not developed policies for safeguarding, managing behaviour and first aid that are fit for purpose. The policies submitted with the proprietor's application for registration are not written for the school and referred to a governing body, although there are no governors at the school.
- The safeguarding policy does not reflect current government statutory guidance. An adapted safeguarding policy was made available during the inspection. However, this refers only to children in early years provision and is not fit for purpose in an independent school that has pupils in key stage 1. Some useful information that was included in the original policy had been removed from the adapted version.
- The proprietor has a broad general grasp of the importance of safeguarding but lacks specific knowledge of the school's local context and the risks to pupils, including the risk of radicalisation and extremism. The headteacher, who is the designated safeguarding lead, was not available to speak to the inspector on the day of the inspection visit.
- The health and safety policy, which includes the risk assessment policy, is taken from another school. Leaders have not ensured that the fire risk assessment and portable appliance testing has been completed. Fire exits do not have signage.
- Adapted policies for managing behaviour and first aid were given to the inspector during the inspection. Previous references to governors had been removed, but other relevant sections, including on sanctions for incidents of poor behaviour, were missing. The policies refer to a nursery school and are not fit for purpose in this school.
- The proprietor has written admissions information. Registers are ready for when the school opens. The proprietor has appropriate plans in place for the supervision of pupils.

- There is a clear focus on tackling bullying and encouraging respect for difference. The schemes of work for PSHE and Islamic studies promote British values and link effectively to the school's anti-bullying and equalities policy.
- Some of the requirements in this part, as listed in the annex to this report, are not likely to be met.

Part 4. Suitability of staff, supply staff, and proprietors

All paragraphs

- The proprietor has drawn up a single central record of pre-employment checks on the suitability of staff. This includes the proprietor, the headteacher and the teaching staff appointed so far. Almost all the checks have been completed, and the date of each check and who made the check is recorded.
- However, prohibition checks have not been carried out for teaching staff and recorded on the single central record.
- Some of the requirements in this part, as listed in the annex to this report, are not likely to be met.

Part 5. Premises of and accommodation at schools

All paragraphs

- The proprietor has started to convert the building for educational use, but the work is incomplete.
- The first floor of the premises is in poor condition. There is evidence of water leaks on the walls. Panes of glass in the windows are cracked, and in places the walls are unpainted exposed plasterboard. The cleaners' cupboards, containing cleaning products and building rubbish, were unlocked.
- The outside space is of a suitable size and layout. It has been partially resurfaced with artificial grass. However, the underlying surface is not level and it presents a trip hazard.
- The requirements for toilet and washing facilities, the medical room and drinking water are likely to be met. The external lighting is likely to meet requirements.
- The proprietor has not ensured that the premises are well maintained and safe. This is not likely to be assured until the requirements in Part 3 relating to health and safety, fire safety and the management of risk are met.
- Some of the requirements in this part, as listed in the annex to this report, are not likely to be met.

Part 6. Provision of information

All paragraphs

- The school's prospectus contains useful information for parents and carers about the proprietor's vision for the school and its ethos and values. It also includes information about the curriculum in the Reception class and how progress will be reported to parents.

- However, the information for parents is incomplete. The prospectus does not include details about the curriculum, teaching, assessment and the reporting of each pupil's progress in key stage 1. There is no information for parents about how the school will support pupils with an education, health and care (EHC) plan and those who speak English as an additional language.
- There is a clear statement about how parents can obtain school policies. The complaints procedure, behaviour and safeguarding policies will be sent to parents with the admissions pack.
- The contact details of the headteacher and proprietor (Darul Madinah London Ltd) are missing from the prospectus.
- Some of the requirements in this part, as listed in the annex to this report, are not likely to be met.

Part 7. Manner in which complaints are handled

All paragraphs

- The complaints policy is not written for the proposed school. The original policy submitted with the proprietor's application for registration referred to a governing body and to staff roles in a secondary school. There are no governors and the proposed school is not for secondary-age pupils.
- The proprietor made an adapted complaints policy available during the inspection. However, this is written only for a nursery school and is not fit for purpose for this school. The policy does not include information about the right of parents to a panel hearing if they are unsatisfied with the outcome of the formal process. The policy does not make clear that leaders should learn from the outcome of any complaint investigation.
- Some of the requirements in this part, as listed in the annex to this report, are not likely to be met.

Part 8. Quality of leadership in and management of schools

All paragraphs

- The proprietor has not ensured that the proposed school is likely to meet the independent school standards.
- The proprietor is uncertain about the policies that are required. Relevant policies have been obtained from other schools but have not been adapted to fit the circumstances of the proposed school. When policies have been adapted, they remain unfit for purpose because the proprietor has only drawn on those from a nursery school.
- The proprietor has a strong understanding of equality and British values. They are developing their expertise in safer recruitment, although this is not complete, as detailed in Part 4.
- There are no plans in place for a governing body. It is not clear how the proprietor, who does not have specialist knowledge of education, will hold the headteacher to account.

- The requirements in this part, as listed in the annex to this report, are not likely to be met.

Schedule 10 of the Equality Act 2010

- The proposed school is not likely to be compliant with Schedule 10 of the Equality Act 2010, because the proprietor has not written an accessibility plan.

Statutory requirements of the Early Years Foundation Stage

- The failings in the independent school standards about the welfare, health and safety of pupils, the suitability of staff and proprietor(s), the arrangements for supporting pupils with SEND, the premises and complaints, apply to the Reception Year.
- The information and proformas to monitor the development of children through observation and assessment are likely to meet requirements.
- Some of the statutory requirements of the early years foundation stage, as listed in the annex to this report, are not likely to be met.

Compliance with regulatory requirements

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

Proposed school details

Unique reference number	147035
DfE registration number	316/6005
Inspection number	10118121

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Other independent school
School status	Independent school
Proprietor	Darul Madinah London Ltd
Headteacher	Nishat Bibi
Annual fees (day pupils)	£3,000
Telephone number	020 8534 2786
Website	The school does not have a website
Email address	waq546@yahoo.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	5 to 7	Registration not recommended
Number of pupils on the school roll	Not applicable	70	Registration not recommended

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	70
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	Some
Of which, number of pupils with an education, health and care plan	Not applicable	Some
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Some

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	4
Number of part-time teaching staff	Not applicable	0
Number of staff in the welfare provision	Not applicable	Not applicable

Information about this proposed school

- Darul Madinah Ltd intends to register as an independent day school with an Islamic ethos. The school intends to cater for pupils aged five to seven in the London Borough of Newham.
- The school plans to cater for pupils with a wide range of special educational needs.
- The school plans to occupy a residential house, converted for educational use, at 238 Romford Road in Newham.
- Darul Madinah London Ltd is the proprietor. There are two directors, who are also the directors of a linked proprietor body, Darul Madinah Slough Ltd. The school does not have a governing body.
- The proprietor plans to open nursery provision at the same address. They plan to register this provision separately.
- The school will be led by a headteacher, who has been appointed.

Information about this inspection

- This was a pre-registration inspection. It was the school's first pre-registration inspection.
- The inspection was conducted with two days' notice.
- The proprietor met with the inspector and participated in a range of inspection activities. The headteacher was not available during the inspection.
- The inspector made a tour of the premises, scrutinised the single central record and reviewed key documents, policies and information about the proposed school.

Inspection team

Janet Hallett, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well-planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;

- 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to plan teaching so that pupils can progress;
 - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that-
 - 9(a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
 - 9(b) the policy is implemented effectively; and
 - 9(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first-aid policy.
- 16 The standard in this paragraph is met if the proprietor ensures that-
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and

- 16(b) appropriate action is taken to reduce risks that are identified.

Part 4. Suitability of staff, supply staff, and proprietors

- 18(2) The standard in this paragraph is met if–
 - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction.
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(3) The information referred to in this sub-paragraph is–
 - 21(3)(b) in relation to each member of staff ("S"), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.

Part 5. Premises of and accommodation at schools

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
 - 32(1)(a) the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector,¹ the Secretary of State or an independent inspectorate;
 - 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
 - 32(1)(f) an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise;
 - 32(1)(j) particulars of any action specified in sub-paragraph (4) are published and

¹ For the meaning of 'Chief Inspector' see section 138(1) of the 2008 Act.

maintained on the school's website or, where no such website exists, are provided to parents.

- 32(2) The information specified in this sub-paragraph is-
 - 32(2)(a) the school's address and telephone number and the name of the head teacher;
 - 32(2)(b), 32(2)(b)(i) and 32(2)(b)(ii) where the proprietor is an individual, the proprietor's full name, address for correspondence during both term-time and holidays and a telephone number or numbers on which the proprietor may be contacted, or where the proprietor is a body of persons, the address and telephone number of its registered or principal office.
- 32(3) The information specified in this sub-paragraph is-
 - 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language.

Part 7. Manner in which complaints are handled

- 33 The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which-
 - 33(f) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;
 - 33(g) ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school;
 - 33(h) allows for a parent to attend and be accompanied at a panel hearing if they wish;
 - 33(i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is-
 - 33(i)(i) provided to the complainant and, where relevant, the person complained about; and
 - 33(i)(ii) available for inspection on the school premises by the proprietor and the head teacher;
 - 33(j) provides for a written record to be kept of all complaints that are made in

accordance with sub-paragraph (e) and-

- 33(j)(i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and
- 33(j)(ii) action taken by the school as a result of those complaints (regardless of whether they are upheld).

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school:
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

The school must meet the requirements of schedule 10 of the Equality Act 2010

The school must meet the following statutory requirements of the early years foundation stage

Educational programmes must involve activities and experiences for children, as follows: literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest. (1.5)

Providers must be alert to any issues of concern in the child's life at home or elsewhere. Providers must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB). The safeguarding policy and procedures must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting. (3.4)

Providers must have regard to the government's statutory guidance 'Working Together to Safeguard Children 2015' and to the 'Prevent duty guidance for England and Wales 2015'. All schools are required to have regard to the government's 'Keeping Children Safe in Education' statutory guidance, and other childcare providers may also find it helpful to refer to this guidance. If providers have concerns about children's safety or welfare, they must notify agencies with statutory responsibilities without delay. This means the local

children's social care services and, in emergencies, the police. (3.7)

Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles. Providers must have effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable. (3.9)

Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation (including fire safety and hygiene requirements). (3.54)

Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and must have an emergency evacuation procedure. Providers must have appropriate fire detection and control equipment (for example fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order. Fire exits must be clearly identifiable, and fire doors must be free of obstruction and easily opened from the inside. (3.55)

Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised. (3.64)

Providers must have arrangements in place to support children with SEN or disabilities. Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs Code of Practice. Maintained schools and maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers (in group provision) are expected to identify a SENCO. Childminders are encouraged to identify a person to act as a SENCO and childminders who are registered with a childminder agency or who are part of a network may wish to share the role between them. (3.67)

Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers, and must keep a written record of any complaints, and their outcome. Childminders are not required to have a written procedure for handling complaints, but they must keep a record of any complaints they receive and their outcome. All providers must investigate written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint. The record of complaints must be made available to Ofsted or the relevant childminder agency on request. (3.74)

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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