

# Dar Ul Madinah

Granville Road, Blackburn, Lancashire BB2 6HD

**Inspection date**

6 May 2021

**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(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(a), 2(2)(b), 2(2)(h)*

- This standard was not met during the standard inspection in November 2019. Curriculum plans did not clearly identify the knowledge that leaders wanted pupils to have or the order in which it was to be taught. Some aspects of the curriculum were not covered adequately. The curriculum was not implemented well enough. Pupils were unable to build effectively on their prior learning.
- The inspection in November 2019 found that pupils' progress in a number of curriculum subjects was weak. In addition, there were too many pupils with gaps in their phonics knowledge and pupils lacked fluency when reading.
- The action plan submitted to the Department for Education (DfE) in January 2021 was judged not to be acceptable. Although the actions to improve the curriculum were clear, timescales and success criteria were not. However, the action plan review did state that, when implemented, the actions were likely to mean that the standard will be met.
- Since the inspection in November 2019, a new director for education and a new lead for early years have been appointed. New teaching staff have also been appointed. The proprietor body has ensured that newly appointed staff have a comprehensive knowledge and understanding of the national curriculum and have the experience to deliver it effectively.
- Working together, leaders and staff have reviewed the school's curriculum. They have identified what they want pupils to learn and the order it is to be taught. The new curriculum is based on the national curriculum. Curriculum plans cover the broad range of subjects specified in the independent school standards and clearly set out the knowledge that they want pupils to gain.
- Leaders provide suitable training for staff to promote their knowledge and understanding in a broad range of subjects. Leaders frequently monitor the implementation of the curriculum. They provide additional guidance and support to staff when necessary. Staff who spoke with the inspector commented positively on the curriculum training that they

receive. They explained how it helps them to plan appropriately for pupils, especially those pupils who need additional challenge or for those pupils who need support to catch up.

- The teaching of reading has a high priority in the school. The training that teachers and support staff receive enables them to deliver the new phonics programme effectively. Teachers check the sounds that pupils know and remember. They use assessment information effectively to identify any gaps in pupils' phonics knowledge. Accurate use of assessment ensures that the books that pupils read match the sounds that they know. Teachers provide intensive support for pupils who are struggling to help them catch up quickly. Pupils are becoming more confident, fluent readers.
- This standard is now met.

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

- This standard was not met at the inspection in November 2019. This was because learning end points were not planned well by staff. Additionally, expectations for pupils' progress and attainment were too low in some subjects. This was particularly the case in the early years where there was too little coverage of some areas of learning.
- In November 2019, inspectors also reported that pupils became disengaged from their learning. Pupils' work did not match their needs appropriately. Inspectors noted that low-level disruption was not tackled consistently by staff, which hindered pupils' learning.
- The action plan submitted to the DfE in January 2021 was judged not to be acceptable. Although the actions of leaders to improve teachers' knowledge and understanding were considered to be appropriate, there was no clear reference to assessment and some actions lacked precision.
- Since the inspection in November 2019, teachers and support staff have received intensive training on how to use a range of assessment strategies. The headteacher frequently monitors teachers' planning. Teachers have a clear understanding of how to use assessment information effectively. The headteacher provides additional support to help teachers refine their planning when necessary.
- The proprietor body has ensured that leaders and staff have the high-quality resources that they need to deliver the planned curriculum well. For example, leaders have invested in a new phonics programme and associated materials.
- Teachers demonstrate a thorough understanding of the curriculum and the knowledge that they want pupils to have. Teachers clearly identify what pupils can do and what pupils need to learn next. Their plans build on pupils prior learning over time. Pupils practise what they know before new learning is introduced. Teachers adapt their planning appropriately to provide additional help and support for pupils who are struggling. This, in turn, helps this group of pupils to catch up with their learning.
- Pupils are engaged in their learning and work hard. There is little disruption in lessons. Pupils take pride in their achievements. For example, work on developing vocabulary helps pupils to talk confidently about life in a Celtic village and they can explain how it differs from life today.
- This standard is now met.

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

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

- This standard was judged to be met at the inspection in November 2019. The arrangements for safeguarding were judged to be effective. The detailed safeguarding policy takes account of the latest guidance from the secretary of state. This includes guidance relating to the COVID-19 (coronavirus) pandemic. The policy is available for parents and carers on request.
- Leaders and staff demonstrate an understanding of the signs to look out for, and the procedures to follow, should they have any safeguarding concerns.
- Pupils say that they feel safe in school and that there is always someone to talk with if they have any worries or concerns. Pupils are taught to keep themselves safe in a variety of situations, including when using the internet.
- This standard continues to be met.

### *Paragraph 9, 9(a), 9(b)*

- At the inspection of November 2019, this standard was not met. The behaviour policy did not provide staff with adequate guidance on how to manage pupils' behaviour well. There was a lack of a consistent approach to managing pupils' low-level disruption in class. Pupils frequently talked over staff which, in turn, adversely affected pupils' learning.
- The subsequent action plan in January 2021 was judged to be unacceptable. Actions to be taken, timescales and success criteria were not clear or precise.
- Since the last inspection in November 2019, leaders have worked with staff to review the behaviour policy. The new policy contains detailed guidance for staff on how to promote and manage behaviour. The policy identifies a consistent set of expectations for staff and pupils. There are appropriate rewards and sanctions in place. The policy has also been amended to reflect the current guidance relating to COVID-19.
- Leaders frequently check that the behaviour policy is implemented effectively by all staff and provide additional support and guidance when needed. Leaders have ensured that the policy is available for parents on request.
- Teachers and staff use displays around the school to remind pupils of the rules and expectations. There is a consistent approach to managing behaviour throughout the school. Pupils conduct themselves appropriately around the school. They are polite and behave well in lessons. Pupils who spoke with the inspector commented positively about the new behaviour policy and said how much behaviour in school had improved recently. They are pleased that they are now able to concentrate on their work.
- This standard is now met.

## Part 8. Quality of leadership in and management of schools

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

- The standards for leadership and management were not met at the inspection in November 2019. Leaders, including the proprietor body, did not have an accurate understanding of the quality of education provided by the school, including in the early years. Leaders had not thought carefully enough about what they wanted pupils to

learn. Curriculum content was not clearly sequenced, and learning did not build on what pupils know.

- Leaders, including the proprietor body, did not ensure that teachers had the knowledge that they needed to deliver the curriculum well, including in the early years.
- The independent school standards relating to assessment were not met. Leaders' approach to assessment meant that assessment information was not used effectively. This in turn meant that teachers did not routinely set clear expectations for what pupils should know and remember. This led to pupils not achieving as well as they could, especially in reading.
- Since the inspection in November 2019, the proprietor body has taken appropriate action to tackle the weaknesses that were identified during the inspection in November 2019. The headteacher is studying for a national professional qualification for headship with a recognised teaching school provider. The appointment of a director for education, and a teacher for the early years, has strengthened leadership across the school further.
- Leaders have enhanced their monitoring of the curriculum and provide targeted training for staff when necessary.
- The proprietor body shares leaders' passion and vision to improve the quality of education that the school provides. They demonstrate an understanding of the actions that have been taken and the priorities to maintain the improvement.
- Leaders, including the proprietor body, have worked to ensure that all the independent school standards that were not met at the inspection in November 2019 have now been addressed.
- This standard is now met.

#### Statutory requirements of the Early Years Foundation Stage

Paragraphs 1.4, 1.5, 1.6, 1.11, 2.1

- In November 2019, the statutory requirements for the early years foundation stage were not met. Learning in the early years was poorly structured, and tasks had little or no meaning in relation to the different areas of learning. Children made poor progress because expectations were very low.
- The action plan submitted to the DfE in January 2021 was judged not to be acceptable. Timescales and success criteria were not clear and precise. However, the action plan review did state that, when implemented, the actions were likely to mean that the statutory requirements for the early years are likely to be met.
- Since the inspection in November 2019, an experienced early years teacher has been appointed. This has strengthened the leadership and management of this area of the school. The early years teacher has ensured that staff have the knowledge that they need to support children's learning and development appropriately.
- The curriculum plans for the early years have been reviewed to match the school's wider curriculum plans. Leaders ensure that planning provides children with learning opportunities across all areas of learning, in a bright and well-resourced learning environment. Children's interests are considered and there is a strong focus on developing their language and communication, as well as early reading and phonics.

- Teachers' assessment informs all areas of the foundation stage profile. The appropriate use of accurate assessment information enables teachers and staff to identify what children know and need to learn next. Assessment information, from across all aspects of children's development, is frequently shared with parents.
- The statutory requirements for the early years 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

#### 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)(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(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
  - 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 use 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.

### **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 the 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.

## School details

Unique reference number	142931
DfE registration number	889/6015
Inspection number	10182149

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 status	Independent school
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	38
Number of part-time pupils	0
Proprietor	Dar-UI-Madinah UK Ltd
Chair	Mr Sohail Mohammed
Headteacher	Mrs Naheeda Mohammed
Annual fees (day pupils)	£900
Telephone number	01254 262823
Website	None
Email address	bbhead@darulmadinah.co.uk
Date of previous standard inspection	12 to 14 November 2019

## Information about this school

- The school's previous standard inspection took place on 12 to 14 November 2019.



## 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 to not comply with at its previous inspection.
- The inspection was conducted with 30 minutes' notice.
- The inspector met with the headteacher, the director of education and teaching staff. She also met with a representative from the proprietor body.
- The inspector spoke with pupils about their learning. The inspector visited lessons and sampled pupils' work in a range of subjects, including English, mathematics and history. She also heard a group of pupils read.
- The inspector looked at a range of documentary evidence, including the schools action plan, curriculum plans and assessment information.
- The inspector also looked at a range of documents relating to safeguarding, including the behaviour policy, behaviour logs, the single central register and the safeguarding policy.

## Inspection team

Amanda Stringer, lead inspector

Her Majesty's Inspector

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