

Inspection of Mazahirul Uloom London School

241-243 Mile End Road, Stepney, London E1 4AA

Inspection dates:

2 to 4 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Pupils said that they enjoy school a great deal because it is so welcoming. This sums up what it is like to attend Mazahirul Uloom perfectly. The welcoming and inclusive culture brings everyone together. As a result, pupils are cared for well.

Pupils nearly always behave well. They move around the building carefully without any pushing or shoving. They give room to others on staircases and in corridors. In most lessons, pupils' behaviour is first-rate. They listen attentively to their teachers and complete their work without fuss. Pupils are curious and inquisitive. They are keen to ask and answer questions. As a result, they deepen their learning. Occasionally, however, pupils do not live up to these high standards and their behaviour is not up to scratch. Too much chit-chat and too little focus on their work means that sometimes pupils do not learn as successfully as they could. Equally, some curriculum areas are not planned well. This, too, prevents pupils from developing their knowledge effectively.

Bullying is rare and is not tolerated by staff. On the odd occasions that bullying does happen, leaders take swift and decisive action. As a result, pupils feel safe in school and know that their teachers will help them resolve any concerns they may have.

What does the school do well and what does it need to do better?

Much has been done to improve the school since the previous inspection in 2018. For example, there is a strong emphasis by the headteacher on ensuring that staff workload is manageable. Staff greatly appreciate the flexibility they have to balance their work and home life.

Despite the disruption caused by the pandemic, leaders have worked productively to plan the curriculum more carefully. In mathematics, for example, staff have identified the essential knowledge that pupils need to build their numeracy skills in a logical, step-by-step way. In history, the carefully planned programme for Years 9, 10 and 11, links knowledge so that pupils make connections. The focus on planning a curriculum that deepens pupils' learning has a positive impact on their achievements.

Nevertheless, developments to the curriculum are still ongoing. In history, the approach to planning in Years 7 and 8 is not fully effective. In geography, the planned programme is not logically sequenced. As a result, pupils learn a set of unconnected facts that makes it difficult for them to link what they are learning now with previous work. In science, the plans do not give enough emphasis to working scientifically. Pupils learn the content of science but not enough about scientific enquiry. In English, the limited range of texts means that the curriculum is not ambitious enough.

Pupils study an appropriate range of subjects that start in Year 7 and end in Year 11, as required by the independent school standards. Visits and trips add to pupils' experiences. For example, pupils visit a local arts club, museums and places of

interest. The programme of assemblies provides pupils with the careers information they need when they leave school. Pupils also learn about the post-16 opportunities available locally and how to maintain a healthy lifestyle. The personal, social, health and economic (PSHE) programme includes British values. Pupils contribute to the local community through, for example, litter picking. Leaders consult with parents about the relationships and sex education programme. Some aspects are also covered in the PSHE programme.

There are no pupils with identified special educational needs and/or disabilities (SEND). However, where pupils need extra help, they are supported appropriately. Teachers know the pupils well and adapt their teaching accordingly. For example, in mathematics, teachers review previous work to ensure that all understand the important knowledge.

Leaders and governors have ensured that all the independent school standards are met consistently. They also make sure that the school complies with the Equality Act 2010. All the required policies and procedures take account of the most recent government guidance and are up to date. Policies are available for health and safety, complaints and anti-bullying. Leaders make sure that policies are followed consistently. These improvements go hand-in-hand with those made by the proprietor to the governance of the school. The new governing body is starting to hold leaders to account more effectively. However, it is early days and governors know that they need to strengthen this aspect of their work.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, procedures for identifying and recording safeguarding concerns have improved. These procedures are thorough, and information is recorded carefully. The school has established strong links with the local authority's social services. As a result, pupils get appropriate help quickly.

Careful checks are made to ensure the suitability of staff. The record of these vetting checks meets requirements. Staff are suitably trained to recognise the signs that pupils are worried and may need help. They know about the school's safeguarding procedures. The safeguarding policy contains the most up-to-date statutory guidance and is published on the school's website.

Pupils know how to keep themselves safe. They learn about online safety, for example not giving out personal information and about being aware of their surroundings when on the street.

What does the school need to do to improve?

(Information for the school and proprietor)

- Some subjects are planned effectively so that pupils learn new knowledge in a sequenced and logical order. This enables pupils to deepen their learning and remember more over time. However, this is not the case for all subjects, and some curriculum plans do not ensure that knowledge is arranged in a logical order. This makes it difficult for pupils to make connections between different pieces of knowledge and see the bigger picture. Leaders need to ensure that the curriculum plans for all subjects identify clearly the essential knowledge that they want pupils to learn and remember. In addition, the plans need to be of similar ambition to the national curriculum. The order in which pupils learn knowledge needs to be logically sequenced so that each bit builds on the previous bit.
- Much has been achieved to improve leadership and management. For example, the newly established governing body is starting to hold leaders to account properly. Leaders know that these arrangements are not yet fully effective and that more work is needed to build leadership capacity further. The role of the governing body needs to be rooted more firmly in checking the impact of leaders' work on the quality of pupils' education.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	133307
DfE registration number	211/6391
Local authority	Tower Hamlets
Inspection number	10204293
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	116
Number of part-time pupils	0
Proprietor	Mazahirul Uloom London
Principal	Imdadur Rahman Al-Madani
Headteacher	Khalil Goddard
Annual fees (day pupils)	£2,900
Telephone number	020 7702 8533
Website	www.mul.org.uk
Email address	info@mul.org.uk
Dates of previous inspection	4 to 6 December 2018

Information about this school

- The school is an independent Islamic secondary day school for boys. It is located above the Mazahirul Uloom Masjid.
- The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.
- There are no pupils with SEND.
- In December 2018, at the school's previous standard inspection, it was judged to require improvement.
- The school does not use any alternative provision.

Information about this inspection

- Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.
- During the inspection, inspectors spoke with pupils about school life. They also spoke with the proprietor, the chair of governors, the headteacher and the deputy headteacher.
- There were only a few responses to Parent View, Ofsted's online questionnaire, and no written comments from parents. There were no responses to the online survey for staff or the pupils' survey.
- Inspectors carried out deep dives in these subjects: English, mathematics, science and history. Other subjects were also considered as part of the inspection, including geography, religious education and computing. Inspectors met with subject leaders, visited lessons, spoke to teachers and spoke to pupils about their learning.
- During the inspection, inspectors reviewed a range of documentation, including curriculum plans. They also looked at safeguarding and child protection policy and procedures, minutes of meetings of the governing body, records of behaviour and attendance, and other information provided by school leaders.

Inspection team

Brian Oppenheim, lead inspector

Her Majesty's Inspector

Jude Wilson

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021