

Inspection of Mazahirul Uloom London School

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

Inspection dates: 10 to 12 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

The school is a caring place to be. Pupils appreciate being in a small and welcoming environment. Pupils and staff know each other well. Pupils feel at home here. They praise the staff who are always available to help them with their work. Teachers want the best for pupils, hence their high expectations of achievement and conduct. Typically, pupils rise to these expectations. They engage well with their learning.

Pupils are safe at school. Leaders do not tolerate any discriminatory language. This helps to promote a culture of respect and tolerance of others. Pupils have a strong understanding of fundamental British values. They learn how to look after their physical and mental health. This prepares them well for life outside school.

The school provides opportunities to enrich pupils' learning through outings and visits. Pupils have visited Shakespeare's Globe theatre and the Charles Dickens Museum. These trips bring their study of English literature to life. Pupils enjoy raising funds for charities such as the victims of the Syrian and Turkish earthquakes. They contribute their views to the school council. Pupils have a say in the running of the school.

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

Pupils experience a broad and balanced curriculum. Leaders are ambitious for what pupils learn. Since the last inspection, leaders have developed their curricular thinking well. They have ensured that learning in each subject is well sequenced. This helps pupils to build on their knowledge and skills effectively.

Typically, staff have considered the order in which they teach key content within their subject. They introduce the building blocks of knowledge first. Then pupils move on to more complex content. In mathematics, Year 7 pupils master the basics of fractions. They consolidate this knowledge in Year 8 which helps them to study algebraic fractions successfully.

Teachers have secure subject knowledge. They check pupils' recall of what they have learned. When teachers check pupils' understanding in class systematically, they identify gaps well. They adapt the lesson to revisit important content. This helps pupils to recall their learning with fluency. Sometimes teaching moves on to the new content before all pupils are fully ready.

Teachers prioritise the subject-specific vocabulary that pupils need to know. Pupils read well, but many do not read more widely. They borrow few books from the school library.

Leaders are alert to changes in pupils' attendance and punctuality. They try to find out the cause. Pupils are keen to learn. They gain rewards for good work and high attendance. They have strong working relationships with staff built upon mutual respect. Pupils behave well in lessons and around the school.

Leaders are starting to work with new Year 7 pupils to identify any barriers to learning. Teachers are aware of the pupils who may find learning more difficult. They adapt their teaching and the resources they use to help all pupils to access the curriculum.

Pupils are well prepared to take their next steps. Older pupils complete a week of work experience. The school invites visiting speakers from different careers to speak to pupils. Pupils learn about healthy relationships and consent. They know how to stay safe online and when travelling to and from school. Pupils have a strong understanding of different faiths and cultures. Leaders consult with parents about the relationships and sex education programme.

Leaders, governors and trustees have ensured that the independent school standards are met consistently. They also make sure that the school complies with the Equality Act 2010. There have been significant improvements to the school building in recent times. Leaders ensure that policies reflect the practices in the school. Governance has been streamlined. As a result, leaders can make decisions more quickly. They hold leaders to account effectively, especially for pupils' academic achievement. Staff enjoy being part of a cohesive team. Although they have many roles in a small school, they believe their workload is manageable.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and proprietor)

- On occasion, teaching does not make sure that pupils' misconceptions are identified and addressed with enough rigour and accuracy. This limits pupils' knowledge and understanding to prepare them for future learning. The school should ensure that checks on pupils' recall of their learning are used routinely and purposefully to plug any gaps. This will better enable pupils to be fully ready to learn new content.
- Pupils do not have regular opportunities to enjoy and access a wide range of literature outside of English lessons. The school should ensure that a love of reading is promoted for all pupils by ensuring they have access to a wider range of high-quality texts.

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.

School details

Unique reference number	133307
DfE registration number	211/6391
Local authority	Tower Hamlets
Inspection number	10286403
Type of school	Other independent school
School category	Independent day school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	124
Number of part-time pupils	0
Proprietor	Mazahirul Uloom London
Headteacher	Khalil Goddard (Headteacher) Imdadur Rahman Al-Madani (Principal)
Annual fees (day pupils)	£3,200
Telephone number	020 7702 8533
Website	None
Email address	info@mul.org.uk
Date of previous inspection	2 to 4 November 2021

Information about this school

- The school is an independent Islamic secondary day school for boys. It is in the same building as the Mazahirul Uloom Masjid.
- The school does not have any pupils with special educational needs and/or disabilities.
- The school does not make use of alternative provision.
- In November 2021, at the school's previous standard inspection, it was judged as requires improvement.

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.

Inspections are a point in time judgement about the quality of a school's education provision.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors spoke with the proprietor, the chair of governors, the principal, the headteacher and senior leaders.
- Inspectors carried out deep dives in these subjects: English, history, mathematics and science. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of documentation to check the school's compliance with the independent school standards.

Inspection team

Lisa Strong, lead inspector

His Majesty's Inspector

Hannah Glossop

His Majesty's Inspector

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