

## Institute Of Islamic Education (Jaamia Talimul Islam)

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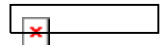
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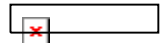
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## School details

### **Introduction and summary**

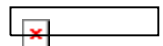


### **Purpose and scope of the inspection**



This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

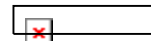
### **Information about the school**



The Institute of Islamic Education (Jaamia Talimul Islam) is a well-established *darul uloom* (Islamic seminary) situated close to the centre of Dewsbury, West Yorkshire. The purpose-built Institute is in the grounds of, and closely connected to the Markazi mosque. It provides full-time education for boys between the ages of 12 and 16 years in Islamic studies. These are taught in the mornings and known as the *madrasah*, and some National Curriculum subjects are taught in the afternoon, called the 'school'. The aim of the Institute is to train Imams and, or *ustaad*s (Islamic studies teachers) and scholars in order to benefit the communities to which they return. Most students stay on after the age of 16 years to complete the *alim* (Islamic Studies) course and the *hifz* course (memorisation of the Qur'an), graduating after seven to nine years. Some graduates return to teach

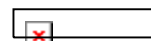
public service. Well known and respected amongst many Muslims, the Institute was founded in 1982 `...to provide a healthy Islamic environment where the study of Qur'aan and hadeeth (sayings of the Prophet Mohammad) can be taught alongside secular studies...'. Furthermore qualities of `...piety, compassion and responsibility...' are strongly promoted in pupils.

### Summary of main findings



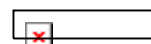
The Islamic Institute provides an established *madrasah* curriculum that is respected and in this, pupils achieve well. They go on to provide valued service within their own and the wider community. The planning of the school curriculum lacks breadth. Insufficient time is given to the afternoon subjects and this has consequences for the quality of teaching and pupils' achievement. The quality of teaching in the *madrasah* is satisfactory and, on occasions good. In the school, teaching is satisfactory in a minority of lessons and unsatisfactory in well over half. Overall, by the age of 16 years, pupils are not achieving well in public examinations. Currently the *madrasah* and school operate virtually as separate units. Consequently, the curricular links between the two are not exploited sufficiently to support and extend pupils' learning. The spiritual, moral, social and cultural development of pupils is a strength of the Institute. Pupils are dedicated to their Islamic studies and behaviour is very good. Where the teaching is unsatisfactory, pupils are less attentive. The *Shura* (management committee) is mindful of pupils' welfare. Re-decoration is currently underway to improve the accommodation.

### What the school does well



- it provides a secure Islamic environment which promotes pupils' personal and religious development very effectively, and instils in them a strong sense of duty;
- its pupils are courteous, respectful and considerate of others; they get on well together and enjoy being at the Institute;
- its older students show brotherly concern for younger pupils;
- it enables the majority of its pupils to stay on and successfully graduate from the *alim* course and become *hafiz* (complete the memorisation the Qur'an);
- its *madrasah* curriculum prepares pupils effectively for further study, which enables them to serve in the religious life of the community; and
- its strong vocational vision enables pupils to participate in, and contribute to, the religious life of their community and, more widely through social service.

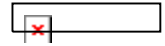
### What the school must do in order to comply with the regulations



- prepare and implement schemes of work for all subjects taught and extend the curriculum so that pupils experience creative and aesthetic areas of learning as identified in section 1 of this report;
- improve aspects of the teaching in the afternoon school lessons and put in place a structure for assessing pupils' progress as recorded in section 1;
- ensure that the requirements regarding pupils health and safety, as detailed in section 3, are fully met;

- maintain all areas of the Institute in a clean, tidy and hygienic state;
- amend the information available to parents and prospective parents, in order to fully comply with the regulations outlined in section 6; and
- amend the policy for handling complaints to fully comply with the regulations as detailed in section 7.

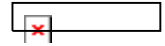
## What the school must do to comply with the Disability Discrimination Act (DDA) 2002



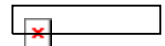
In order to comply with the requirements of the DDA, the school should:

- devise a three-year plan to improve the accessibility of the premises.

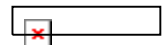
## Compliance with the regulations for registration



### 1. The quality of education provided by the school



#### The quality of the curriculum



Curriculum provision is good in the *madrasah* and unsatisfactory overall in the afternoon school. The Institute largely achieves its aim to provide a curriculum which includes both '*the study of Qur'an and hadeeth*' (the beliefs and practice of Islam as exemplified in the life of the Prophet Muhammad) and '*classical Islamic texts*', together with '*secular subjects*'. Pupils' education is organised into two parts. A range of Islamic studies, the *madrasah* curriculum taught in the mornings from Monday to Saturday, includes logic, history, theology, Islamic law and ethics. Qur'an recitation, memorisation and commentary, Arabic grammar and vocabulary and *hadeeth* (traditions of the Prophet Mohammad) memorisation and commentary are also studied. In the afternoons, from Monday to Friday, the school curriculum consists of English, mathematics, science, information communication technology (ICT), physical education (PE) and citizenship. Pupils are taught Urdu as this is the principal language of instruction in the *madrasah* curriculum. Pupils can take General Certificate of Secondary Education (GCSE) examinations in all of these subjects except citizenship, which is only taught in Key Stage 3. However, not all pupils are entered for all GCSE subjects offered by the Institute.

Although there is a curriculum outline for the *madrasah*, in the form of a list of books studied, and a general statement of intention for the school curriculum in the Institute's prospectus, there is no overall curriculum policy set out in writing. Not all subjects have appropriate plans and schemes of work and those available are not comprehensive.

The Institute provides a generally broad curriculum for pupils of compulsory school age. Pupils also study three modern languages, English, Arabic and Urdu, and this is a strong feature of their

learning. In technology, however, experience is limited to ICT. Aspects of creative and aesthetic learning are lacking from the curriculum. Citizenship and the *madrasah* curriculum place great emphasis on ethics. Pupils also have a good range of opportunities for service to the Institute and the wider Muslim community, for example through leading prayers, taking part in religious gatherings and visiting other communities; a practice known as going on *jama'at*. These opportunities mostly arise for the older students over the age of 16 years. Pupils of compulsory school age are encouraged to go on *jama'at* during the holidays and this practice forms a part of the assessment process for admission to the Institute.

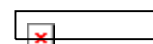
The curriculum is appropriate for the ages and aptitudes of the pupils, who are selected for their suitability for the education offered by the Institute. Overall, across both morning and afternoon studies, pupils learn and make progress and acquire skills in speaking and listening and in literacy and numeracy.

Personal, social and health education (PSHE) is a strong feature of the Institute. This is taught mainly through the *madrasah* curriculum, with its focus on the rules for hygiene and ritual purity, as well as its emphasis on moral behaviour. This is consistent with the aims and ethos of the Institute.

Careers guidance takes the form of vocational training. Graduates of the *madrasah* go on to become Imams and religious teachers, as well as participating in forms of public service such as prison chaplaincy. There is also a basic level of guidance available for pupils wishing to go to British universities or to pursue other careers.

A distinctive feature of the whole curriculum and the other educational opportunities is that the separation between what is taught, and the life of the wider community, is not as clear as in schools providing only the National Curriculum. Pupils have many opportunities to relate their studies to the social, human and religious activities of their communities. These are both national and international and they meet with older students and adults who have followed the same educational route. Consequently, pupils are prepared effectively for the opportunities, responsibilities and experiences of adult life.

## The quality of the teaching and assessment



The overall quality of teaching is satisfactory. There are marked differences in the quality of teaching between the *madrasah* and the school. The quality of teaching in the Islamic curriculum is never less than satisfactory and is often good. Whilst in the school a considerable amount of teaching is unsatisfactory or poor in National Curriculum subjects.

In a very good lesson entitled '*Rasoolle Arabi*' (Arabic Messenger) taught in Urdu, teaching was stimulating, enthusiastic and consistently challenging. A good variety of teaching methods were employed including exposition, paired work and very good questioning techniques. Pupils were also given useful feedback on their progress as well as being motivated by the praise and encouragement they received. Pupils enjoyed this lesson and made good progress.

In the afternoon, the limited satisfactory teaching gives pupils a clear idea of the objectives of the lesson. Topics are relevant to their experiences, but often teachers speak for too long. Relationships are good, with some humour used wisely. The weaker lessons are characterised by inadequate planning, unsatisfactory classroom organisation and the poor assessment of pupils' abilities. Consequently, inappropriate materials are used and teaching directed most often towards the few more able pupils in the class. This results in many pupils making limited progress. Where teaching is poor, methods employed such as the memorization of text are better suited to the morning *madrasah* curriculum. The quality of such teaching results in lower standards of behaviour than the high levels displayed elsewhere during the day. Teachers displayed good subject knowledge and understanding in the *madrasah* but this is not always evident for the National

Curriculum subjects.

Whilst the continual formative assessment coupled, with twice yearly examinations, are strength in the *madrakah*, the afternoon school has no overall formal assessment policy or procedures. Consequently, teachers show limited understanding of pupils' aptitudes, needs and prior attainments. Pupil's books are rarely marked.

Curriculum time devoted to the afternoon school is insufficient. This, along with some discontinuity of staffing and the unsatisfactory quality of teaching, contributes to overall poor public examination results at the age of sixteen.

Whilst resources are adequate overall, there are shortages of textbooks for some National Curriculum subjects. Access to the school library is very limited and a matter of concern to the pupils. Chalkboards are in need of replacement in classrooms, as it is difficult for pupils to read them clearly.

***Does the school meet the requirements for registration?***

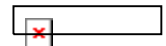
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***What does the school need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- o produce a curriculum policy set out in writing and supported by appropriate plans and schemes of work, and show that this policy is implemented effectively, (paragraph 1(2));
- o give pupils experiences in the area of aesthetic and creative learning, (paragraph 1(2)(a)(ii));
- o take steps to ensure that all lessons are planned well, effective teaching methods are used and suitable activities used and lesson time is managed wisely (paragraph 1(3)(c)); and
- o put in place a framework to assess pupils' work regularly and thoroughly and use information from such assessment to inform planning so that pupils can make progress (paragraph 1(3)(g)).

**2. The spiritual, moral, social and cultural development of pupils**



This is a strong feature of the education offered by the Institute. Pupils are continuously encouraged to acquire the positive qualities of character exemplified in the *sunnah* (behaviour) of the Prophet Muhammad, and their behaviour and attitudes reflect this. In the later stages of their studies, pupils go on *jama'at* to other towns and countries. They visit other mosques in the United Kingdom and abroad, acting as temporary Imams during Ramadan. They are generally highly regarded by the wider Muslim community for their Islamic knowledge. All of this contributes to pupils' sense of self-esteem and self-confidence.

A major goal of the *madrakah* curriculum (both formal and informal) is to enable pupils to distinguish right from wrong and to respect the law and this is reflected in the citizenship curriculum. The pupils respect for law, authority and tradition is evident in their very good behaviour. The Institute's rules emphasise this aspect of the pupils' education and there is a policy of intolerance of unacceptable behaviour. Extensive discussions are held, as a part of the *madrakah* curriculum, on the requirement to be law-abiding in both Islamic and British legal terms.

Pupils are encouraged to volunteer for service, within the Institute, such as serving at meals, and in the wider community, for example, through travelling in groups to mosques and homes inviting Muslims to increase their practice of Islam. The *madrasah* curriculum is therefore, vocational training for the role of social worker within the Muslim community. Responsible behaviour, initiative and contribution to the community are major elements in the education provided which is evident from discussions with pupils and staff. Older students often take responsibility for younger pupils, for example in the use of the kitchen for making snacks at permitted times.

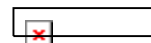
A broad general knowledge of public institutions and services in England is conveyed through the citizenship curriculum. Pupils are not allowed to read newspapers or listen to radio or television programmes, although they are aware of contemporary social and political issues. They expressed reasoned views on the recent ban on fox-hunting and the impending elections to Parliament. Furthermore, a knowledge and understanding of British law, institutions and culture is a part of the Islamic traditions that are taught with an emphasis on comparative study and critique of both historical and contemporary contexts.

The *madrasah* curriculum contains a good deal of material relating to knowledge and understanding of different cultures and traditions as well as promoting an attitude of tolerance, harmony and positive relationships. In addition, the citizenship curriculum contains a full range of opportunities to explore the social and cultural dimension of life in Britain today.

### ***Does the school meet the requirements for registration?***

Yes.

### **3. The welfare, health and safety of the pupils**



The provision for pupils' welfare is good but further work is required concerning aspects of their health and safety. The Institute has a range of policies relating to pupils' welfare, health and safety. Staff have care and concern for the welfare of pupils who feel safe. Supervision levels in boarding are good, with staff providing support for pupils during the evening and throughout the night. A written health and safety policy is in place and clear procedures exist to ensure that any bullying is dealt with effectively. Child protection procedures are in place and staff are fully aware of related issues because of recent training. However, there are no formal risk assessments to identify potential sources of danger. Annual checks are no longer made on items of electrical equipment and pupils are allowed to use unchecked electrical items in the dormitories, for example irons. An up-to-date electrical equipment register is not kept.

A fire risk assessment was undertaken in April 2004. Emergency lighting and the fire alarm system are frequently tested and regular fire drills now take place both during the day and night. A satisfactory First Aid policy is in place and all accidents are recorded. An appropriate number of staff are suitably trained to deal with accidents and injuries.

A suitable policy is in place to promote good behaviour amongst pupils. Whilst pupil behaviour is generally very good indeed, written records of sanctions imposed upon pupils for serious disciplinary offences are maintained.

The Institute believes that external visits would distract pupils from their studies; therefore, no such visits take place as part of the curriculum. While the number of responses to the pre-inspection questionnaires from pupils and parents was low, these showed that suitable educational visits would be welcome.

The CSCI report made a number of advisory recommendations in February 2004, some of which

remain outstanding. These included the formation of a formal student council, access to local facilities and external visits and the provision of more fruit and vegetables in pupil meals.

An admission register is maintained but this does not detail dates of departure of pupils who have left. Attendance registers are taken at the beginning of morning and afternoon sessions but they do not distinguish between authorised and unauthorised absences.

The Institute has not yet drawn up a three-year plan of action to meet the requirements of the DDA. Such a plan needs to be drafted.

***Does the school meet the requirements for registration?***

No.

***What does the school need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

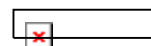
- prepare and implement a full written policy relating to the health and safety of pupils on activities outside the school which has regard to the Department for education and Skills (DfES) guidance (paragraph 3(2)(c));
- ensure that a thorough health and safety risk assessment is undertaken with regard to DfES guidance (paragraph 3(4)); and
- maintain an admission register and an attendance registers in accordance with the Education (Pupil Registration) Regulations 1995 (paragraph 3(9)).

***What does the school need to do to comply with the DDA?***

In order to comply with the requirements of the DDA the school should:

- devise a three-year plan to improve the accessibility of the premises.

#### **4. The suitability of the proprietor and staff**

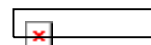


The Institute meets the regulations for undertaking checks on staff for their suitability to work with children. Staff records are kept to verify references, identify, background, qualifications and medical fitness. Managers have taken action to comply with the recommendations to check staff, made in the February 2004 CSCI report.

***Does the school meet the requirements for registration?***

Yes.

#### **5. The suitability of the premises and accommodation**



The Institute is housed in purpose-built premises, which provide suitable accommodation for pupils



re-decoration is underway and action has been taken in response to matters highlighted in the CSCI report. There are, however, parts of the building that are untidy and not clean enough. These include the dining area, which is also used for PE, and the lavatories in the boarders' dormitory area. The grounds provide opportunities for outdoor activities, including football and cricket, which pupils enjoy using. However, much of the football pitch cannot be used during prolonged wet weather.

***Does the school meet the requirements for registration?***

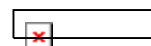
The Institute meets most, but not all, of the requirements for registration.

***What does the school need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- maintain all areas of the Institute building in a tidy, clean and hygienic state, (paragraph 5(n)).

**6. The quality of information for parents and other partners**



The Institute provides parents and prospective parents with some, but not all of the information required by the regulations. Admission procedures are documented well. Other useful sources of information are a short prospectus; the booklet 'pupils and parents information' and 'students and parents guidelines', although some of these documents are not up-to-date. Much information is communicated to parents informally through the community and when they visit the Institute. Very few parents replied to the pre-inspection questionnaire. Those that did so were satisfied that they were informed about the work of the Institute. However, parents and prospective parents should be made aware of all the information and policies that are available to them. The outstanding regulations can be remedied easily and quickly.

***Does the school meet the requirements for registration?***

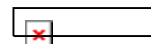
No.

***What does the school need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- provide the names of the head teachers, for both *madrasah* and school (paragraph 6(2)(a));
- provide contact details of the proprietor (paragraph 6(2)(b));
- include the name and address for correspondence of the chair of the *Shura* (paragraph 6(2)(c)); and
- parents and prospective parents request it the school should also provide:
  - particulars of pupils' academic performance during the preceding school year, including the results of any public examinations (paragraph 6 (2)(i));
  - details of the number of complaints registered under the formal procedure during the preceding school year (paragraph 6(2)(j)); and
  - information about the number of staff employed at the school, including temporary staff, and a summary of their qualifications (paragraph 6(2)(k)).

## 7. The effectiveness of the school's procedures for handling complaints



The Institute does not receive many complaints from parents. A complaints procedure is in place and is available on request from the school office. However, it does not fully meet the requirements of the regulations. Following the CSCI inspection there are some requirements in the National Minimum Standards for Boarding Schools that must be put in place.

### ***Does the school meet the requirements for registration?***

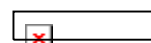
No.

### ***What does the school need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- explicitly state in the complaints procedure that parents may, if they wish, be accompanied at a panel hearing (paragraph 7(h));
- ensure that a written record is maintained of all complaints which are received (paragraph 7(j));
- include in the complaints procedure a statement making clear that complaints will be kept confidential (paragraph 7(k)); and
- the Institute provides boarding, it should:
- comply with Standard 5 of the National Minimum Standards for Boarding Schools (sections 5.4 and 5.5) which require that parents are informed by the school of how to contact the National Care Standards Commission regarding any complaint concerning welfare. This standard further requires that a written record is kept of serious complaints and that their outcome is kept under regular review by the Head or a senior member of staff (paragraph 7(l)).

## School details



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Name of school:	Institute of Islamic Education (Jaamia Talimul Islam)	
DfES ref number:	382/6013	
Type of school:	Muslim day and boarding school	
Status:	Independent	
Age range of pupils:	12 - 16 years	
Gender of pupils:	Male	
Number on roll (full-time pupils):	Boys 105,	Total 105
Number of boarders:	Boys 79,	Total 79
Number of pupils with a statement of special educational need:	Boys 0,	Total 0
Annual fees (day pupils):	£510	
Annual fees (boarders):	£1,410	
Address of school:	South Street Savile Town Dewsbury West Yorkshire WF12 9NG	

E-mail address:	JtlSchool1@hotmail.com
Telephone number:	01924 455762
Fax number:	01924 455762
Head teachers:	Mr Seed Patel and Dr M M Mulk
Proprietor:	Hafiz Mohammed Patel
Chair of Shura:	Mr Shabbir Daji
Lead Inspector:	Mrs M A Buckingham HMI
Dates of inspection:	28 February - 3 March 2005

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