

Jamiatul-Ilm Wal-Huda UK School

Independent School

Inspection report

DfES Registration Number	889/6005
Unique Reference Number	131389
Inspection number	301543
Inspection dates	26-27 April 2007
Reporting inspector	Greg Sorrell

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, 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 school opened in 1997 and was registered in 2001. The age range is 11-19 years and there are currently 335 boys on roll. There is residential accommodation for over 100 students. The school seeks to provide a comprehensive, positive and inclusive understanding of Islam as well as a contemporary education in a secure Islamic environment. The school also facilitates the provision of academic and vocational courses for students over sixteen years by Preston College. The school was last inspected in 2003 and the most recent inspection of the boarding provision by the Commission for Social Care Inspection (CSCI) was in November 2006.

Evaluation of the school

Jamiatul-Ilm Wal-Huda UK School is a good school. It provides a good quality of education where the pupils progress well in their learning as a result of effective teaching and their excellent attitudes to Islamic studies and the secular curriculum. The pupils' spiritual, moral, social and cultural development is outstanding as is their behaviour. The parents have very positive views of what the school provides for their children. The attention given to the pupils' welfare, health and safety is satisfactory. The school meets most, but not all, of the regulations.

Quality of education

The quality of the curriculum is good overall and results in good achievement. Pupils who have memorised the Qur'an are awarded the *hafiz* certificate and those who have successfully completed the *alim* course, a comprehensive study of the Islamic Sciences, are awarded the *alim* degree. In the secular curriculum pupils achieve success in a range of GCSE subjects, including English, mathematics and science. The school offers its pupils an integrated education system of Islamic education and subjects from the National Curriculum. The Islamic curriculum is taught in the morning and subjects from the National Curriculum, defined as 'secular studies' in the afternoon. A suitable written policy supports the curriculum and appropriate schemes of work inform lesson planning.

The Islamic studies curriculum, *Ders-e-Nezami*, is broad, balanced and of good quality. The students undertake a six-year programme of Islamic theology to achieve

the status of *alim*, a scholar. The provision of Islamic studies enables students to make good progress in all areas of Islamic theology. The programme is offered in mixed-age classes according to pupils' abilities and needs.

The school offers its Islamic theology programme in different faculties. The Qur'anic studies section offers *tajweedl*, Qur'anic recitation, in its full version, *tahfeez*, memorisation. Qura'nic studies also consist of *tfseer*, including related topics such as *usool al tafseer*, Qur'anic translation and interpretation. The school also offers provision for studying *hadith* which are accounts of what the Prophet did, said or approved. In addition there are related topics such as *Usool al hadith*, the principles of *hadith*, and *fiqh*, Islamic jurisprudence developed by one of the four main schools of jurisprudence. The programme also includes *aqeeda* (beliefs), Islamic history, *usool-al-fiqh* (sources of jurisprudence), Islamic manners, *seera* (the life of the Prophet Muhammad), Arabic language *nahwa* (syntax), *saraf* (morphology) and Arabic literature. Urdu is also taught in the modern foreign languages programme.

The secular curriculum offers English language, mathematics, science, information and communication technology (ICT), Urdu, history and religious studies. Whilst the curriculum has many strengths exemplified by the good progress made by pupils in their studies there are some weaknesses in its breadth. Additional art and recreational activities are provided for pupils at weekends but not during the school week. There are too few opportunities for the pupils to experience physical elements of learning. For example, there are no physical education lessons for Key Stage 4 pupils. There are limited opportunities for technological learning apart from ICT.

The quality of teaching is good and results in the pupils making good progress. Most teaching is done by specialists with suitable expertise and experience. The lessons contain worthwhile activities in which the pupils take part with great interest. Class time is managed wisely and a result of the pupils' excellent relationships and attitudes to learning, no time is wasted on managing disaffected learners. Pupils are praised and encouraged to do more and to develop their self confidence. For example, teachers present them with opportunities to conduct services and deliver speeches. Regular and frequent assessment ensures that teachers are suitably informed about pupils' needs and their prior attainments. As a result, work is pitched at the right level and pupils succeed. Homework is set regularly and effectively reinforces what is learned in lessons.

Spiritual, moral, social and cultural development of the pupils

The pupils' spiritual moral, social and cultural development is outstanding. The strong Islamic ethos helps students to acquire sets of values, principles and beliefs which shape their lives and their outstanding behaviour. An assembly programme, citizenship and religious studies help the pupils to learn about other cultures, to respect them and also to learn about British institutions and history. Pupils offer their services in the local community and, each year on leaving school, several take up posts that mean they continue to serve others.

Pupils acquire a knowledge of the law and right and wrong through the assembly programme and their Qur'anic studies, *hadith* and *fiqh*. The teachers provide very good role models and develop pupils' understanding of others. Pupils show great respect to their teachers and to their fellow students. They cheerfully greet each other and interact positively as well as being helpful to visitors. They respect each other's opinions. In discussion pupils speak well of their school and the Islamic environment which it provides.

Welfare, health and safety of the pupils

The provision for the pupils' welfare, health and safety is satisfactory. The staff know the pupils well and give them appropriate supervision during the school day. Boarders report that they feel safe at all times and are helped to settle in by attentive staff and considerate peers. Pupils report that they enjoy good relationships with staff and their peers and know that there is someone to whom they can turn if they feel worried. A recent inspection by CSCI found that good improvements had been made in the boarding provision and that the school was attending to all the outstanding issues satisfactorily.

The pupils welcome the opportunities for physical exercise at break times and this helps them to stay healthy in the absence of timetabled physical education and games lessons for older pupils. In citizenship lessons they show an awareness of the benefits of exercise and healthy lifestyles. In other lessons, such as science, the pupils are encouraged to think about safety when considering forces such as electricity.

Appropriate training has been undertaken to enable staff to safeguard the pupils' welfare. Risk assessments of activities are undertaken and the policies and procedures take account of the most recent guidance.

The school does not follow its own health and safety policy with sufficient rigour. During the inspection, a small number of minor health and safety issues were brought to the proprietor's attention.

There is appropriate provision for first aid and attendance and admission registers are maintained correctly. Accidents and incidents are properly recorded. The school's behaviour policy is underpinned by high expectations and good role modelling by staff. The school complies with the requirements of the Disability Discrimination Act (2002).

Suitability of the proprietor and staff

The proprietor's staffing and recruitment procedures are rigorously followed. They are informed by the most recent guidance and meet all requirements.

School's premises and accommodation

The school's accommodation is appropriate for the curriculum provided and has improved since the last inspection. The school now has many dedicated rooms for both Islamic studies and some secular subjects. The newer building houses the mosque and has all other appropriate facilities for worship. The specialist secular accommodation now includes a science laboratory, an ICT suite and a library which is in the process of being stocked. The new buildings ensure good access for learners, staff and visitors with disabilities.

The premises meet most regulations although action is required to improve the existing facilities for pupils who become ill during the school day, by providing a washbasin. The pupils make energetic use of the limited play areas but too often their play is interrupted by vehicular movements and a lack of demarcation between areas for staff cars and those for pedestrians. The school has acknowledged in its own self evaluation, the need to improve the external play facilities. The arrangements for ensuring cleanliness in the school kitchen are inadequate.

Provision of information for parents, carers and others

The provision of information meets all requirements. The new prospectus is an informative document and is soon to be published on the school's website. There are regular reports and progress meetings for parents. The format of the annual report has recently changed to offer more comprehensive information to parents about their children's progress, although there is no space for parent or pupils to add their comments about how well they feel they are doing. In the 66 pre-inspection questionnaires returned, parents reported that they feel well informed about their children's progress. This good level of communication has a positive effect in ensuring parental support for the school's work.

Procedures for handling complaints

The school has recently revised its policy to ensure that it meets regulations. In response to the parental questionnaire almost all parents indicated that they feel comfortable approaching the school with any concerns.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of the curriculum (standard 1) and must:

- provide physical experiences for all pupils (paragraph 1(2)(a)(ii)).

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- improve its monitoring systems and have better regard to the DfES guidance *'Health and safety: responsibilities and powers'* (paragraph 3(4)).

The school does not meet all requirements in respect of the premises and accommodation (standard 5) and must:

- provide appropriate facilities for pupils who are ill, in accordance with the Education (School Premises) Regulations 1999 (paragraph 5(l))
- improve the cleanliness of the school kitchen (paragraph 5(m))
- improve the outdoor areas so that pupils can play safely (paragraph 5(t)).

What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- give greater emphasis to the creative, aesthetic and technological aspects of the curriculum
- consider ways of enabling pupils and their parents to comment on progress made at school.

School details

Name of school	Jamiatul-Ilm Wal-Huda UK School
DfES number	889/6005
Unique reference number	131389
Type of school	Islamic day and boarding school
Status	Independent
Date school opened	September 1997
Age range of pupils	11-19 years
Gender of pupils	Boys
Number on roll (full-time pupils)	338
Number of boarders	136
Number of pupils with a statement of special educational need	0
Number of pupils who are looked after	0
Annual fees (day pupils)	£900
Annual fees (boarders)	£1,300
Address of school	15 Moss Street Blackburn Lancashire BB1 5JT
Telephone number	01254 673105
Email address	jamiah@hotmail.co.uk
Headteacher	Mr A Ahmed
Proprietor	The Trustees of Jamiatul-Ilm Wal-Huda
Reporting inspector	Greg Sorrell
Dates of inspection	26-27 April 2007