

# Nottingham Islamia School

Independent School

Inspection report

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DfES Registration Number	892/6013
Unique Reference Number	132190
Inspection number	301581
Inspection dates	9-10 May 2007
Reporting inspector	Sheila Ann Boyle AI

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

Nottingham Islamic is an independent Muslim day school that caters for primary aged boys and girls and for secondary aged girls of Islamic faith and cultural background. It opened in 1999 and has since grown in number in response to demand from the local community. It is situated in the Hyson Green residential area of Nottingham. It provides primary and secondary education based on National Curriculum subjects, with the addition of Islamic studies, Arabic and Urdu. At the time of the inspection, there were 94 pupils on roll, 52 boys and girls of primary age and 42 secondary aged girls. The school aims to *'deliver a broad and balanced curriculum which meets the academic, spiritual moral and physical needs of pupils and to enable pupils to develop to their highest capacity as servants of Allah in a harmonious Islamic environment.'* The school was last inspected in January 2003.

## Evaluation of the school

The school provides its pupils with good education and care. It successfully meets its aims. Relationships between staff and pupils throughout the school are extremely caring and supportive and pupils enjoy coming to school. Pupils make good progress, achieve high standards and are prepared well for the next stage of their education. Provision for their spiritual, moral, social and cultural development is good and this is reflected in pupils' exemplary behaviour, tolerance of others and their warm welcome for visitors. The welfare, health and safety of pupils are promoted well and parents feel that their children are safe and well cared for. They are overwhelmingly supportive of the school. The school meets all but one of the regulations.

## Quality of education

The curriculum is good. There is an appropriate balance between secular and Islamic subjects. In the primary department pupils are taught all National Curriculum subjects, personal social and health education (PSHE) as well as Arabic, Islamic studies and the Qur'an. Key Stage 3 pupils also study Urdu and citizenship whilst Key Stage 4 pupils follow courses in eight subjects at GCSE level and Islamic subjects. Provision for physical education (PE) is satisfactory, in spite of the limited resources available for pupils in the secondary department. A satisfactory range of resources supports the curriculum, including an information and communication technology (ICT) suite and a science laboratory. Facilities for practical science at GCSE level are

inadequate. In the primary department there are clear links between National Curriculum subjects, through topic work, and the use of ICT. Similarly, ICT is used increasingly in the secondary department to promote learning in other subjects. Links between secular and Islamic studies are less evident in planning or in lessons. However, the school is working on initiatives to increase this integration. A good range of educational trips and extra curricular activities, including sports clubs extend pupils' physical skills and improves their confidence and self-esteem. The curriculum is appropriately planned to meet the needs of all pupils and they are well prepared for the next stage of their learning. The majority move to colleges or sixth form placements. Older pupils benefit from the provision of careers advice and, from Year 10, all have opportunities to take part in work placements.

The quality of teaching and assessment is good, with some that is outstanding. As a result of this good teaching pupils achieve well and make good progress. This is reflected in the school's good results in national tests and in GCSE examinations. There is a marked improvement in the quality of teaching in the secondary department since the last inspection. Staff are dedicated and committed to the development of each pupil's potential. The relationships between staff and pupils are very good and result in a very positive, harmonious atmosphere for learning.

Specialist teaching takes place in the secondary department, by staff who have very good subject knowledge. This has a positive impact on pupils' learning and achievement. Primary age pupils are taught subjects of the National Curriculum by their class teacher and they are taught Islamic subjects, in English, by specialist teachers. Teachers give good attention to the development of pupils' basic skills particularly their spoken English; this helps them achieve well in other subjects. Throughout the school teachers have high expectations of pupils' behaviour and standards of work and they set appropriate targets for them to achieve. The very best teaching is provided by those teachers with the most experience. In those lessons teachers set very high standards for individuals, communicate knowledge effectively, encourage pupils to work independently and to think for themselves. As a result pupils are highly motivated, work hard, grow in confidence and achieve high standards in their work. Weekly homework, based on lesson activities, is set by all teachers; this too extends pupils' knowledge and encourages them to show initiative and work independently.

There are good procedures for assessing, testing and recording pupils' progress. The school's records accurately identify each pupil's levels of achievement and chart their progress as they move through the school. Most teachers show pupils how to improve their work through good quality marking. Parents are kept well informed about their child's progress and achievement through parent meetings and end of year reports.

## Spiritual, moral, social and cultural development of the pupils

The school's provision for spiritual, moral, social and cultural development is good. Pupils' behaviour is good. They willingly help each other, show great respect for their teachers and express their affiliation to their school and religion. They offer a warm welcome to visitors and talk with them in a friendly and courteous manner. Pupils' attendance and punctuality to lessons are good. They take pride in their work, as shown by the good standard of presentation.

Pupils have good links with the local and wider community. A number of the older girls, for example take part in a local radio phone-in programme that helps them gain an understanding of local issues. Pupils also extend their communication skills by contributing to a bi-annual newsletter and by participating in the production of a play and singing *nashids* at special occasions, such as prize giving. Many of the pupils also take part in fund-raising and charitable work. Whilst the school takes steps to increase pupils' knowledge and understanding of other faiths and cultures, it recognises that it could do more by strengthening the existing links with local schools and community groups. Pupils use the school council well to ensure that their views are heard. There is a good range of educational trips and after school activities, including sports clubs. These help to promote pupils' communication skills, confidence and self-esteem as well as their physical development.

## Welfare, health and safety of the pupils

The provision for ensuring the welfare, health and safety of pupils, in all circumstances, is good. The vast majority of pupils say that they feel safe, well cared for and enjoy working in an orderly environment. Arrangements for ensuring child protection are suitable and the named person is appropriately trained. Further training is planned for an additional staff member later this term. First aid provision is good as many staff are trained in this. The school has zero tolerance towards bad behaviour and its anti-bullying policy meets requirements. In lessons such as PSHE, science and circle time pupils are taught the benefits of staying safe and eating healthy diets. The school meets the requirements of the Disability Discrimination Act (2002).

## Suitability of the proprietor and staff

The school undertakes appropriate checks with the Criminal Record Bureau to confirm the suitability of staff to work with the pupils. However, not all the other checks that need to be made, prior to confirmation of their appointment, are undertaken. The requirements are set out below. The school is remedying the situation by updating its recruitment procedures and its personnel files.

## School's premises and accommodation

The accommodation is satisfactory. There are plans and funding in place for a refurbishment project, which will improve and extend the hall, dining room and ICT suite and create a new kitchen. Further funding is being sought to improve resources for PE, practical science and other refurbishment.

## Provision of information for parents, carers and others

The school has good procedures for communicating with parents and others. The prospectus provides appropriate and useful information, including information about staffing, curriculum and the school's ethos. Satisfactory reports are sent to parents twice a year, and parent evenings are held to inform them about their child's attainment and progress. The majority of parents who responded to the pre-inspection questionnaire felt comfortable in approaching the school to resolve any issues.

## Procedures for handling complaints

The school has effective procedures for handling complaints.

## 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 that listed below.

The school does not meet all requirements in respect of suitability of proprietor and staff (standard 4) and must:

- ensure that prior to the confirmation of the appointment of all staff appropriate checks are made to confirm their medical fitness, and that records are kept of character and professional references obtained (paragraph 4(c)).

## 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:

- continue to seek ways of integrating the secular curriculum and Islamic studies
- further improve the quality of teaching by sharing good practice and through a rigorous programme of training and development

- increase resources for physical education for older pupils and improve the facilities for practical science
- provide a wider range of opportunities for pupils to increase their knowledge and understanding of the other faiths and cultures.

## School details

Name of school	Nottingham Islamia School		
DfES number	892/6013		
Unique reference number	132190		
Type of school	Muslim Day School		
Status	Independent		
Date school opened	1999		
Age range of pupils	4 -16 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys 25	Girls 69	Total: 94
Annual fees (day pupils)	£1,800		
Address of school	30 Bentinck Road Hyson Green Nottingham Nottinghamshire NG7 4AF		
Telephone number	0115 970 5858		
Fax number	0115 912 0813		
Email address	info@nischool.com		
Headteacher	Dr Musharraf Hussain		
Proprietor	Karimia Institute		
Reporting inspector	Sheila Ann Boyle AI		
Dates of inspection	9-10 May 2007		