

The Jamiatul Uloom Al-Islamia

Independent School

Inspection report

DCSF Registration Number	821/6006
Unique Reference Number	134805
Inspection number	322265
Inspection dates	13–14 May 2008
Reporting inspector	David Rzeznik HMI

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 Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

Jamiatul Uloom Al-Islamia is a small Muslim secondary day school in Luton. It admits boys from 11 to 16 years and there are 31 students on roll. All are from Pakistani or Bangladeshi backgrounds and the vast majority were born in the United Kingdom. No students have a statement of special educational need and none are at the early stages of acquiring English.

The school opened in September 2004 and it shares a building with a local mosque. Provision is a mix of Islamic and secular teaching. The headteacher is the proprietor of the school. A board of trustees oversees the school's work. This is the school's second inspection. Its first was in May 2005. The school aims to: *'Retain the ideology of Islamic culture and civilization and provide the highest standard of secular and Islamic education. Also to spread and promote the noble teachings of the blessed Qur'an and sunnah of Rasulullah Sallallahu Alaihi Wasallaam.'*

Evaluation of the school

The school provides a satisfactory quality of education. It successfully fulfils its aim to educate students according to Islamic principles and beliefs. Students are very happy, friendly and really enjoy coming to school. Relationships between staff and students are excellent and students' behaviour is outstanding. Provision for students' spiritual, moral, social and cultural development is good. Teaching, learning and the curriculum are satisfactory and enable students to make satisfactory progress in Islamic and secular subjects. There are several weaknesses in health and safety provision and safeguarding procedures are not yet robust enough. The leadership has a more generous view of the quality of education provided than the inspectors do. This is because the school's monitoring and evaluation procedures are not sufficiently robust.

Quality of education

The Islamic and secular curriculum are satisfactory. Whilst the Islamic curriculum and the secular curriculum in Years 7 to 9 (Key Stage 3) are broad and balanced, the curriculum lacks breadth in Years 10 and 11 (Key Stage 4).

Islamic curriculum plans are satisfactory. They are based on well-known traditional schemes of work. However, insufficient links are made between Islamic and National Curriculum subjects and this means that learning is not as coherent as it could be. Two main courses are provided: the *Alim* and the *Hifz*. The vast majority of students

undertake the *Hifz* course. The aim is to memorise the complete Qur'an with *tajweed* (Qur'anic recitation) and *tarteel* (proper pronunciation). The ultimate goal is to become a *hafiz*, a person who has memorised the whole Qur'an. The course usually takes three years to complete but much depends on students' capabilities. Provision is offered in two mixed-age classes and students are grouped by ability. Students follow an individualised programme of study based on a traditional approach to memorisation. Standards in the more able group are high and this aspect of the memorisation course is a strength.

Three Year 10 students follow the *Alim* course. Its aim is to provide a six-year programme of Islamic theology. Provision includes all of the expected traditional Islamic subjects: *Aqaaid* (beliefs), *hadith* (accounts of what the Holy Prophet did, said or approved), *fiqh* and *usoolul fiqh* (Islamic jurisprudence and its principles), *seerah* (life history of the Holy Prophet), *sarf* and *nahw* (Arabic morphology and syntax), *tajweed* and *qiraah* (pronunciation of Holy Qur'an), *tarjama Qur'an* (translation of the Qur'an) plus modern classical literature. As the course demands a good standard of both Arabic and Urdu only a limited number of students can access provision. Students start at a very low point and all are only in Year 2 of the course. Their progress is satisfactory given their original starting point.

The secular curriculum in Key Stage 3 is based on the National Curriculum programmes of study. All of the required areas of learning are covered and there are satisfactory schemes of work for all subjects. In Key Stage 4 students study English language, English literature, mathematics, science, information and communication technology (ICT) up to GCSE level. They also have the option to take a GCSE in Urdu or Bangla. Schemes of work exist for all GCSE subjects. There are no schemes of work for art or physical education and these subjects are not taught in Years 10 or 11. The quality of schemes of work varies. The best specify the learning objectives and the assessment opportunities and resources required. The less successful ones do not say enough about teaching methods and how the needs of students' with differing abilities will be met. Appropriate careers guidance is provided and this is an improvement since the last inspection. There are few educational visits and only a limited number of visitors to enrich the curriculum. The students say they would like more and inspectors agree.

Teaching and assessment are satisfactory. The quality of teaching ranges from good to unsatisfactory and is satisfactory overall. Students make satisfactory progress academically and good progress in their personal development. The monitoring and evaluation of teaching and the tracking of students' progress is not yet robust enough.

The strengths in teaching lie in the excellent relationships that exist between teachers and students. Behaviour is always outstanding and students are very keen to give of their best. In most lessons teachers have secure subject knowledge and are able to teach concepts in a suitable way. In the most effective lessons teachers have high expectations and students have to work hard to achieve objectives. A

range of teaching methods are used to stimulate learning and students are involved through effective questioning and are encouraged to find things out for themselves.

Where teaching is satisfactory there are some common weaknesses. At times teachers rely too heavily on exposition to get teaching points across and do not use sufficient resources to support learning. The content of lessons does not always take account of students' differing abilities and at times work is not demanding enough, particularly for the more able. This is because assessment information is not being used sufficiently well when planning lessons. Where teaching is unsatisfactory it is mainly because lessons lack challenge so students do not make the progress of which they are capable. The quality of marking was judged to be of variable quality by the previous inspection. It remains of inconsistent quality and is not yet sharp enough in pinpointing what must be improved.

Assessment of secular subjects is satisfactory. Year 9 students take the national tests in English, mathematics and science, and Year 11 students take GCSEs. Both assessments are externally marked. *Hifz* assessment is good. It is individualised and enables students to keep a record of their own rate of progress. *Alim* assessment is sound with students tested every term in each area of the learning. Good use is made of external examiners from other Darul-Uloom schools to moderate and validate the standards achieved on both courses.

Spiritual, moral, social and cultural development of the students

Students' spiritual, moral, social and cultural development is good overall. Although students have a very good understanding of their own culture and religion their understanding of religious and cultural diversity is only satisfactory.

The strong Islamic ethos means that students grow up in a secure, all-male environment where their spiritual development can flourish. Daily prayers enable students to regularly reflect on life and its purpose and to practise their faith in congregation. Students are friendly, welcoming and respectful to visitors and each other. Their behaviour is excellent and they have very positive attitudes to learning. Students say they really enjoy school and this is demonstrated in their good attendance. Socially, students relate very well to staff and each other. They exercise responsibility, with the older ones looking after the younger ones. The prefects make a positive contribution by organising cleaning rotas, supervising at lunchtimes and helping ensure prayer times run smoothly. Students are gaining the necessary academic and personal skills to equip them for the next stage of their education or employment.

Welfare, health and safety of the students

Provision for students' welfare, health and safety is satisfactory. Whilst the school takes good care of its students on a day-to-day basis, some health and safety policies do not contain all of the required information and are not effectively implemented. Safeguarding arrangements are not yet robust enough.

Sound anti-bullying and behaviour policies exist and they are effectively implemented. Students say they are free from bullying and feel safe and secure. Levels of supervision at all times are very good. A child protection policy exists but it is not comprehensive enough. Procedures in the event of a teacher or proprietor being accused of abuse are unclear. All staff, including the designated person, have received appropriate training to fulfil their child protection duties.

There is a health and safety policy for activities outside school but it is not implemented effectively. No formal risk assessments are carried out for trips off-site. The health and safety policy does not pay sufficient regard to government guidance and is not fully implemented. For example, no procedures exist for the handling and storage of hazardous substances. There is no formal recording of the outcomes from the inspection of the premises and classroom activities. There is no electrical equipment register and appliances have not been passed fit for use by a qualified person. The school has a satisfactory level of fire safety. Fire safety inspections are regularly carried out and the outcomes are formally recorded.

The first aid policy is not comprehensive enough. For example, no guidance is given regarding the management and administration of medicines, and hygiene procedures are unclear in the event of blood or body fluid spillages. There are sufficient first-aiders and all accidents are appropriately recorded. The school has not drawn up a three-year plan indicating how it will fulfil its duties under the Disability Discrimination Act (DDA) 2002.

Suitability of the proprietor and staff

All of the required employment checks are carried out before staff are appointed. All staff have been subject to a check by the Criminal Records Bureau (CRB) at an enhanced level. However, not all members of the board of trustees have been subject to an enhanced CRB check or have had their identity appropriately checked. The trustees who have not been effectively vetted do not have contact with students. A single register exists but it does not contain all of the required information.

School's premises and accommodation

The premises and accommodation are satisfactory. They are kept in a clean and tidy condition. The school is located in a two storey building which has been suitably adapted for educational use. There are four classrooms, a science laboratory, library, office and a small ICT suite. There is a prayer hall and wudu facilities that are used by the general public at prayer times. The health and safety of students is properly safeguarded when the premises are used by others. The classrooms vary in size but are appropriate for the numbers using them. Whilst students have access to a small indoor recreation area at break times the amount of outdoor play space is inadequate.

Provision of information for parents, carers and others

The prospectus meets most but not of all of the requirements. For example, the school does not make it clear that details of the number of complaints registered under the formal procedures during the preceding year are available on request to parents, prospective parents and others. The lack of this piece of this information was also identified by the previous inspection team. Reports for parents are satisfactory. The attainment and progress of individuals is made explicit.

Procedures for handling complaints

The complaints procedure meets the requirements.

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:

- ensure schemes of work are produced for art and physical education in Years 10 and 11 (paragraph 1(2))
- ensure art and physical education are provided in Years 10 and 11 (paragraph 1(2)(a)(ii))
- ensure teachers take students' needs, aptitudes and prior attainment into account when planning lessons (paragraph 1(3)(d))
- improve marking and ensure assessment information is used effectively to plan teaching so that all students make progress according to their capabilities (paragraph 1(3)(g)).

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

- improve the quality of the child protection policy to better safeguard the welfare of students (paragraph 3(2)(b))
- ensure that thorough risk assessments are undertaken for educational visits, and the outcomes are formally recorded (paragraph 3(2)(c))
- produce a comprehensive health and safety policy which has regard to the Department for Children, Schools and Families (DCSF) guidance: 'Health and Safety: Responsibilities and Powers', and ensure thorough risk assessments are undertaken for the school premises and classroom activities and outcomes are formally recorded (paragraph 3(4))
- ensure that an electrical equipment register is kept and that all items are subject to regular inspection by a qualified person and outcomes are formally recorded (paragraph 3(4))

- improve the quality of the first aid policy (paragraph 3(6)).

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

- ensure that the chair of the board of trustees has carried out a CRB checks on all board members and appropriate checks are made to confirm their identify and where applicable their right to work in the UK and the outcomes are recorded in the register (paragraph 4B(4 and 5))
- ensure that the register records for each member of staff in post on or after 1 August 2007, the checks made (and certificates obtained where relevant) of their identity, qualifications (where required), whether an enhanced CRB was obtained and where appropriate that he/she has the right to work in the UK and is not working in contravention of section 142 of the Education Act 2002 (paragraph 4C(2 and 3))
- ensure that the register records for each member of the board of trustees in post on or after 1 August 2007, the checks made of their identity, whether an enhanced CRB was completed and, where appropriate, establish an individual's right to work in the UK to ensure the person is not working in contravention of section 142 of the Education Act 2002 (paragraph 4C(6 and 7)).

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

- ensure there is adequate outdoor space for play and recreation (paragraph 5(t)).

The school does not meet all requirements in respect of the provision of information for parents, carers and others (standard 6) and must:

- ensure that parents and parents of prospective students are aware that they may request particulars of academic performance during the preceding year, including the results of any public examinations (paragraph 6(2)(i))
- ensure that parents and parents of prospective students are aware that they may request details of the number of complaints registered under formal procedures during the preceding school year (paragraph 6(2)(j)).

In order to comply with the requirements of the Disability Discrimination Act (DDA) 2002 the school should devise a three-year accessibility plan.

School details

Name of school	Jamiatul Uloom Al-Islamia
DCSF number	821/6006
Unique reference number	134805
Type of school	Muslim Boys Day
Status	Independent
Date school opened	September 2004
Age range of pupils	11-16
Gender of pupils	Boys
Number on roll (full-time pupils)	Boys: 31 Girls: 0 Total: 31
Annual fees (day pupils)	£1,000 (Years 7–9) £1,200 (Years 10–11)
Address of school	364–366 Leagrave Road Luton Bedfordshire LU3 1RF
Telephone number	01582 595535
Fax number	01582 595535
Email address	jamialuton@yahoo.co.uk
Headteacher	Mr Muhammad Miah
Proprietor	Mr Muhammad Miah
Reporting inspector	David Rzeznik HMI
Dates of inspection	13–14 May 2008