

Darul Uloom Islamic High School

521–527 Coventry Road, Small Heath, Birmingham B10 0LL

Inspection dates

13–15 October 2015

Overall effectiveness

Inadequate

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Overall effectiveness at previous inspection (24/10/13)	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and governors do not model the fundamental British values that they teach to pupils.
- Pupils' safety is at risk. Governors have not ensured that senior leaders follow the government guidance on how to keep pupils safe. As a result, systems are not in place to verify that pupils who leave the school do not go missing from education. The checks made on new members of staff are haphazard.
- Pupils have a very limited awareness of the potential dangers associated with extremism and radicalisation.
- Leaders do not have an accurate picture of the strengths and weaknesses of the school on which to base plans for improvement. They do not check carefully or frequently enough on the quality of the school's provision.
- Governors are unable to hold leaders to account for the quality of education provided. They do not check that the school meets all of the statutory requirements and standards for independent schools.
- Outcomes are inadequate because in Years 7 to 10 pupils do not make the progress that they are capable of in English and mathematics.
- Teaching is inadequate. Teachers do not have a clear enough understanding of the pupils' knowledge, skills and understanding, hindering pupils from making enough progress.
- Pupils do not receive clear guidance from teachers on how to improve their work. The records that the school keeps on the progress made by pupils do not identify those pupils that require additional help to improve.
- The curriculum is narrow. Other than for English, mathematics and Islamic studies, leaders have not developed guidance on any other subjects. Pupils do not have the opportunities to develop and make progress in a wide range of subjects.
- Parents receive limited information about the school's arrangements for keeping their children safe, how well they achieve or the subjects that are taught.

The school has the following strengths

- Pupils express themselves clearly and demonstrate self-confidence and self-awareness.
- Teachers provide pupils with effective opportunities to develop their spoken communication skills.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Take urgent action to rectify the weaknesses in safeguarding and actively promote pupils' welfare through:
 - ensuring that safeguarding policies and procedures follow the latest government guidance, and meet statutory requirements and the independent school standards
 - publishing an up-to-date safeguarding policy on the school's website
 - ensuring that admissions and attendance registers are kept in accordance with the requirements of the independent school standards and that rigorous steps are taken to establish the whereabouts of pupils who are missing from education
 - ensuring that when staff are appointed to the school all of the required checks are made and recorded accurately
 - ensuring that the premises are maintained to a safe standard by the implementation of effective health and safety policies.
- Improve the leadership and management of the school by:
 - ensuring that all statutory requirements are met, including those related to safeguarding, and that school policies are implemented, monitored and reviewed
 - ensuring that senior leaders and governors practise the fundamental British values that they teach to pupils
 - governors and senior leaders modelling values of respect and tolerance so that all governors and leaders can participate fully as equals in meetings
 - increasing the checks that leaders make on the quality of teaching and progress made by pupils, and ensuring that leaders use the information from these checks to put in place prompt actions to bring about improvement
 - providing pupils with a broad and balanced curriculum covering technological, physical, human and social, and aesthetic and creative aspects of learning
 - collecting assessment information on pupils in a systematic way, using this information to identify pupils that are falling behind and providing focused support to help them catch up
 - ensuring that governors are provided with accurate information about all aspects of the provision made for pupils, and the progress that it leads to, so that governors have an accurate view of the strengths and weaknesses of the school.
- Improve the quality of teaching, learning and assessment, and as a result ensure that pupils in all year groups make better progress by:
 - teachers using schemes of work (expectations of what pupils should learn in all subjects) to plan learning activities that meet the needs of pupils of all ages and abilities
 - pupils receiving and acting on accurate and timely feedback from their teachers on how well they are doing and what they can do to improve their work
 - teachers providing more opportunities for pupils to write at length in English lessons and other subjects, and giving more attention to improving pupils' punctuation, grammar and spelling skills
 - pupils using and applying their mathematical learning through activities that develop their reasoning and understanding of mathematical concepts
 - pupils having access to good quality resources to support their learning in all curriculum subjects.
- The school must meet the following independent school standards:
 - Ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, is implemented effectively (paragraph 2(1), 2(1)(a)).
 - Ensure that the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those with an education, health and care plan (EHC) and do not undermine fundamental British values (paragraph 2(1), 2(1)(b)(i) and 2(1)(b)(ii)).
 - Ensure that pupils gain experience in technological, physical, human and social, and aesthetic and creative aspects of learning, as well as linguistic, mathematical, scientific and Islamic studies (paragraph 2(2), 2(2)(a)).
 - Ensure that pupils acquire speaking, listening, literacy and numeracy skills (paragraph 2(2), 2(2)(b)).

- Ensure that pupils have access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options, and helps to encourage them to fulfil their potential (paragraph 2(2), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)).
- Ensure that all pupils have the opportunity to learn and make progress and receive effective preparation for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2), 2(2)(h) and 2(2)(i)).
- Ensure that teaching enables all pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3, 3(a)).
- Ensure that teaching fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves (paragraph 3, 3(b)).
- Ensure that teaching involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3, 3(c)).
- Ensure that teaching shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons (paragraph 3, 3(d)).
- Ensure that teaching demonstrates good knowledge and understanding of the subject matter being taught and utilises effectively classroom resources of a good quality, quantity and range (paragraph 3, 3(e) and 3(f)).
- Ensure that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraph 3, 3(g)).
- Ensure that teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (paragraph 3, 3(i)).
- Ensure that the spiritual, moral, social and cultural development of pupils actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (paragraph 5, 5(a)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b)).
- Ensure that the relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy (paragraph 11).
- Ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- Ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified (paragraph 16, 16(a) and 16(b)).
- Ensure the proprietor carries out appropriate checks to confirm in respect of each member of staff appointed to work at the school, such person's medical fitness and, where appropriate, the person's qualifications (paragraph 18(2), 18(2)(c), 18(2)(c)(ii), 18(2)(c)(iv) and 18(3)).
- Ensure the checks on relevant staff members' qualifications are recorded in the single central register (paragraph 21(1), 21(3), 21(3)(a)(iv)).
- Ensure that for each member of a body of persons named as the proprietor checks are made, including an enhanced criminal record check, confirmation of identity and right to work in the United Kingdom, and, by reason of the person living or having lived outside the United Kingdom, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State, and ensure that the date the checks were made and the date on which the resulting certificate was obtained are recorded in the single central register (paragraph 21(1), 21(6), 21(7), 21(7)(a) and 21(7)(b)).
- Ensure that suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education (paragraph 23(1), 23(1)(c)).
- Ensure that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (paragraph 25).
- Ensure that the lighting in each room or other internal space is suitable, having regard to the nature of

the activities that normally take place therein (paragraph 27, 27(a)).

- Ensure that the name of the headteacher, contact details of the proprietor during school holidays, and the name, address and contact details of the Chair of the Governing Body are made available to parents of pupils and parents of prospective pupils (paragraph 32(1), 32(1)(a)).
- Ensure that the policy on misbehaviour and exclusions, and information about the academic performance of pupils, are made available to parents of pupils and parents of prospective pupils (paragraph 32(1), 32(1)(b)).
- Ensure that any information reasonably requested in connection with an inspection under section 109 of the Education and Skills Act 2008, which is required for the purposes of the inspection, is provided to the body conducting the inspection (paragraph 32(1), 32(1)(g)).
- The proprietor must make sure that leadership and management demonstrate good skills and knowledge appropriate to their role, so that the independent school standards are met consistently (paragraph 34(1), 34(1)(a)).
- The proprietor must ensure that leaders and managers fulfil their responsibilities effectively, so that the independent school standards are met consistently (paragraph 34(1), 34(1)(b)).
- The proprietor must ensure that leaders and managers actively promote the well-being of pupils (paragraph 34(1), 34(1)(c)).

Inspection judgements

Effectiveness of leadership and management is inadequate

- School leaders and governors have not made sure that pupils are safe and secure or that teaching is of a sufficiently high quality to enable pupils to make the progress of which they are capable. Consequently, safeguarding is ineffective, outcomes for pupils are inadequate and a significant number of the independent school standards are not met.
- Leaders have not ensured that pupils have a secure awareness of the potential dangers associated with extremism and radicalisation. Pupils were unable to express how they might protect themselves from such risks.
- Leaders do not have an accurate view of the strengths of the school or those aspects that need to be improved. This is because leaders do not check carefully enough on the quality of teaching and the progress made by pupils. As a result, leaders are not able to articulate what the priorities are to improve the school. Leaders were unable to provide inspectors with key items of information requested, such as the destination information on pupils who had left the school, and several statutory policies, for example, risk assessment.
- The acting headteacher has provided some accurate and helpful guidance to individual teachers on how they can improve. However, there is not an established system to manage the performance of teachers, or a programme of professional development and training to support them. Teachers are keen to do well but are hampered by a lack of guidance and resources.
- The curriculum is narrow because it does not provide pupils with a breadth of experience in different aspects of learning. For example, too little emphasis is given to physical, technological, aesthetic, creative, human and social education. The schemes of work for these subjects contain little detail and the resources to teach them are meagre. Parents and pupils told inspectors that they would like to have the opportunity to study a wider range of subjects at GCSE beyond the English, mathematics, science, religious education and languages that are currently offered. There is no overall curriculum plan to inform parents what pupils will be studying.
- The school organises talks from a range of local business people to encourage high aspirations for the world of work. Pupils told inspectors that they plan to be doctors, lawyers and engineers. While there is some generic guidance provided to pupils, they do not receive impartial careers information, advice and guidance to support them in realising their ambitions.
- Information about the pupil progress in the narrow range of subjects taught is not collected in a systematic way. Consequently, leaders are unable to identify pupils who might be falling behind with their learning, or provide additional support to help them to catch up. Leaders told inspectors that if pupils are not making sufficient progress by the end of Year 10 they are asked to leave the school.
- The provision for pupils' spiritual, moral and social development is effective. Islamic studies and religious education lessons support pupils in how they develop a sense of identity. Pupils show respect and courtesy when discussing different races, cultures and faiths, displaying a firm belief in equality and equity. Pupils display an awareness of the difference between right and wrong.
- Pupils learn about different faiths and have the opportunity to visit places of worship. In a Year 9 religious education lesson, pupils were discussing Christian symbolism and the meaning of the Trinity. Pupils were able to identify how aspects of Christianity relate to Islam. Similar degrees of understanding were displayed about Sikhism and Judaism.
- Pupils are equally knowledgeable about British institutions, the monarchy, systems of law and the democratic process. A major project took place in the school around the time of the recent general election. As a result, pupils can describe the way that the British Parliament is organised and name the holders of the main offices. Pupils have a clear understanding of the distinctive features of each of the major political parties and their policies.
- Despite pupils' understanding of fundamental British values, leaders do not consistently practise the values that they teach. For example, inspectors were concerned that when they met with members of the governing body, a female governor sat in an adjacent room to the main meeting and contributed through a doorway. This practice, which governors informed inspectors was their usual arrangement, does not demonstrate equality and respect, and undermines the school's work to promote British values.
- **The governance of the school:**
 - The governance of the school is inadequate. Governors express high aspirations for their pupils to be model members of society, but are not well enough informed about the work of the school. They do not hold leaders and teachers to account for the quality of provision and outcomes of the school.
 - Governors have not ensured that all of the independent school standards are met. This is not helped

by the absence of a permanent Chair of the Governing Body.

- The way governors carry out meetings demonstrates poor modelling of the values of respect and equality.
- The safety of pupils is at risk because arrangements for safeguarding are not effective.
- The school's safeguarding and child protection arrangements do not meet current statutory requirements because the school was not aware of the latest guidance on how to keep pupils safe.
- The processes for recording pupils on the admission register are not in line with regulations. The school does not undertake the required checks when pupils leave the school to be sure that they have transferred to other schools or places of training. As a result, inspectors identified a significant number of pupils who could potentially be missing from education.
- The procedures for following up absence are applied haphazardly. The attendance registers are not completed accurately. The school cannot be sure which pupils are in school and which are absent. Attendance figures are not analysed. The school does not know the proportion of absences that are authorised or unauthorised, or whether there are any patterns of attendance that need to be followed up.

Quality of teaching, learning and assessment

is inadequate

- The quality of teaching is inadequate because teachers do not use assessment effectively enough to inform lesson planning. As a result, the work set for some pupils is too easy, while other pupils struggle. This leads to poor progress, particularly in English and mathematics.
- There is a whole school marking policy but teachers do not follow it. Pupils are not clear about what they need to do to make the necessary improvements and make better progress.
- In mathematics lessons, pupils are not required to use and apply what they have learnt through activities that would deepen their understanding and ability to reason mathematically. As a result, pupils complete mathematical operations without understanding fully what they are doing.
- Pupils are not provided with opportunities to write at length in English lessons or other curriculum subjects. Teachers do not pay enough attention to pupils' grammar, spelling and punctuation in written work and as a result mistakes go uncorrected.
- Parents do not receive enough information about what their children are being taught or the progress that they make.
- Pupils read with enthusiasm and fluency from class texts in English lessons. In a Year 8 lesson, a student was able to give a clear description of dramatic irony, which he illustrated with an example from *Macbeth*. However, pupils are not encouraged and guided to read widely beyond class texts.
- Pupils respond well where teachers use their secure subject knowledge to frame questions that encourage pupils to think and respond. However, the lack of a consistent approach to developing better teaching means that there are limited opportunities for effective practice to be shared.
- Teachers provide opportunities for pupils to develop and extend their verbal communication skills in lessons. This leads to improvements in pupils' sentence structure and deepens their responses to questions. However, pupils do not apply these skills in their written work.
- Pupils demonstrate positive attitudes in lessons. They are respectful and want to learn. When the activities planned for pupils do not match their aptitudes and abilities, they lose interest, become distracted and do not make progress.

Personal development, behaviour and welfare

is inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Leaders have not ensured that all regulatory requirements for welfare, health and safety have been met. Safeguarding arrangements do not ensure the welfare of pupils. Inspectors identified several health and safety concerns. While leaders quickly rectified these, there was no evidence that these failings had been identified through the school's own risk assessment procedures. For example, a significant number of injuries have been recorded due to pupils playing football at break times. The school had not undertaken any investigation into how to reduce this risk.
- Pupils have some understanding of how to keep themselves safe in everyday situations. However, their

understanding of how to keep safe when using the internet was patchy.

- Pupils know about different forms of bullying. They told inspectors that bullying is very rare in the school and that it is dealt with promptly and effectively if it does occur. This is consistent with the school's records.
- Pupils are developing a good understanding of, and respect for, people from different backgrounds. Along with their understanding of fundamental British values, this is preparing them well for life in modern Britain. Pupils express themselves clearly and demonstrate self-confidence and self-awareness.

Behaviour

- The behaviour of pupils requires improvement.
- During lessons, when the work lacks challenge, or is too difficult, pupils' attention wanders. Otherwise, pupils have positive attitudes to their work and are respectful. When the work is well planned it challenges them and they apply themselves diligently.
- Pupils' behaviour around the school was positive. Pupils showed courtesy and respect to adults and each other. They were considerate, for example, when negotiating the narrow staircases.
- Attendance rates are currently low, in line with the lowest 10% of secondary schools nationally. A significant number of pupils arrive late each day.
- Pupils show a pride in the school environment and told inspectors that they would like to see resources and the general learning environment improved.

Outcomes for children and learners are inadequate

- Outcomes are inadequate as a result of the shortcomings in teaching, learning and assessment, and the curriculum. Pupils do not make the progress of which they are capable across a range of subjects.
- Leaders have not established a consistent system to collect, verify and analyse the progress made by pupils in different subjects. Consequently, leaders are unclear about which pupils are progressing well and who will need additional support to catch up and achieve as well as they should.
- Pupils join the school in Year 7 with attainment in English and mathematics that is above the national average. Assessment information provided by the school shows that the proportion of pupils making good progress from their different starting points in mathematics is slow in Years 7 to 10. Pupils in Key Stage 3 make inadequate progress in English.
- By the time that they leave school at the end of Year 11, most pupils achieve five A* to C GCSE grades, including English and mathematics. Leaders were not able to provide assessment information to show the actual grades achieved in each subject by pupils in 2015, nor the progress they made from their starting points. There are a significant number of pupils who leave the school before the end of Year 11 without being entered for examinations.

School details

Unique reference number	103586
Inspection number	10007687
DfE registration number	6087

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Muslim faith school
School status	Independent school
Age range of pupils	5–19
Gender of pupils	Boys
Number of pupils on the school roll	115
Proprietor	Jami Mosque and Islamic Centre
Chair	Mr Nurul Haque
Headteacher	Mr Azharul Islam
Annual fees (day pupils)	£2,500
Telephone number	0121 7726408
Website	www.darululoom.org.uk
Email address	contact@darululoom.org.uk
Date of previous inspection	22–24 October 2013

Information about this school

- Darul Uloom Islamic High School is an independent Muslim school for boys. Although registered for pupils between the ages of 5 and 19, the school currently only admits pupils between the ages of 11 and 16.
- The school opened in 1985 and is located on the same site as the Jami Mosque and Islamic Centre, which is the proprietorial body of the school.
- There is currently an acting headteacher and acting Chair of the Governing Body as the previous holders of these posts left the school during the last year and permanent replacements have yet to be appointed.
- The school provides both Islamic and secular education.
- The school does not make use of any alternative provision. The school does not run any off-site units.
- There are no disabled pupils or pupils who have special educational needs at the school.
- Currently all the families that send their children to the school are practising Muslims. These families come from a wide variety of backgrounds, including those of British, Asian and African origins.

Information about this inspection

- The inspectors observed learning in a number of lessons across the school, in a range of subjects taught by several teachers. Five lessons were jointly observed with the acting headteacher. The work in pupils' books was evaluated during observations.
- The behaviour of pupils was observed throughout the school day.
- Discussions took place with representatives of the proprietorial body, governors, the acting headteacher, other leaders, teachers and pupils.
- Questionnaires completed by eight members of staff were considered. There were insufficient responses to Ofsted's online questionnaire, Parent View, to be taken into account. Two comments were submitted through Parent View. Inspectors considered these along with an email sent to Ofsted during the inspection and a telephone call made to the lead inspector by a parent.
- The inspection team scrutinised a wide range of documentation, including the school's information on pupils' current progress, work in pupils' books, safeguarding and child protection documents, including the checks made on staff. Other documents were examined to check the school's compliance with the Independent School Standards and to provide other inspection evidence.

Inspection team

Mitchell Moore, lead inspector

Her Majesty's Inspector

Peter Humphries

Her Majesty's Inspector

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