

# Jamiatul Uloom Al-Islamia

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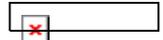
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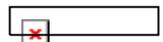
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**Introduction and summary**

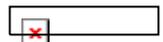


**Purpose and scope of the inspection**



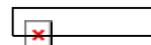
This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

**Information about the school**



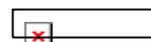
Jamiatul Uloom Al Islamia is a Muslim Boys' Secondary School located in the Leagrave area of Luton. It shares a building with the Baitul Abraar Masjid which was established in 1999. The school opened in September 2004 and has a strong Islamic philosophical foundation. It aims to '*offer the highest level of academia in an Islamic environment.*' The school offers a traditional Islamic curriculum in the morning, concentrating on Hifz and Alim syllabuses. The afternoon is devoted to the secular curriculum. English, Bangla, Urdu, mathematics, science, geography, information communication technology (ICT), physical education (PE) and art & design are taught.

## Summary of main findings



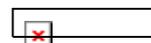
The quality of education provided by this school is satisfactory. Teaching is satisfactory and occasionally good. The curriculum is somewhat lacking in breadth and balance but is planned in such a way to ensure that pupils make good progress. The school provides well for pupils' spiritual, moral, social and cultural development. Behaviour seen around the school and in lessons is exemplary. However, there are a number of policies and procedures which do not comply with the regulations and require action from the school.

## What the school does well



- it provides good opportunities for the spiritual, moral, social and cultural development of pupils;
- it has good quality schemes of work for the taught subjects; and
- it implements an effective code of conduct.

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



- improve the resources for teaching and provide appropriate careers guidance for the pupils as identified in section 1 of this report;
- provide the requisite welfare policies listed in section 3;
- ensure appropriate checks are carried out prior to the appointment of staff;
- provide information to parents as identified in section 6; and
- amend the school's procedures for handling complaints as noted in section 7 of the report.

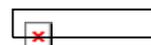
## What the school must do to comply with the Disability Discrimination Act (DDA) 2002



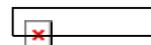
In order to comply with the requirements of the DDA, the school should:

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

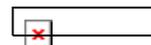
## Compliance with the regulations for registration



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



### The quality of the curriculum



The school provides a satisfactory curriculum which is based on the National Curriculum for pupils at Key Stage 3. History, practical science and music are not taught, resulting in a curriculum which is not sufficiently broad and balanced. Art & design is taught by a specialist and is one of the strengths of the school, which has many good examples of creative work on display. A curriculum policy is in place, along with detailed schemes of work for each of the subjects taught in the secular curriculum. The morning Islamic curriculum follows the traditional Dar ul Uloom format with the lessons divided into Hifz (memorisation of the Holy Qur'an) and Alim (Islamic studies). Bangla and Urdu are taught to pupils of Bangladeshi and Pakistani heritage, respectively.

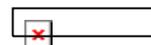
The subject matter is appropriate for the ages and aptitudes of the pupils. Lesson plans identify opportunities for the development of skills in speaking, listening, literacy and numeracy. The absence of a school library means that pupils have little opportunity to extend their breadth of reading. The teachers recognise this and have recently enrolled all pupils at a local public library.

Although science is offered as a curriculum subject, the pupils have no opportunity to experiment, investigate, test and experience practical aspects of science. The subject is taught entirely from the whiteboard. No resources are currently available in the school for practical science. The head teacher is aware of the shortcomings in this area.

Personal, social and health education (PSHE) is taught as a whole school activity every Friday morning. The syllabus is based on a published PSHE scheme. The head teacher is aware that PSHE is not a subject best suited for a class with a wide age range.

The school does not provide careers advice.

### The quality of the teaching and assessment



Teaching is satisfactory and on occasions good. Some unsatisfactory teaching was seen. Lessons are well planned and linked to the schemes of work and work previously undertaken by the pupils. Learning objectives are made explicit in daily lesson plans which provide for pupils of differing abilities. Where the teaching is good, the subject teacher ensures that pupils needing additional help are well-supported and encouraged. Most of the teachers are bilingual and are able to support pupils who are acquiring English.

Generally, the teaching styles employed at the school promote independent thought. Pupils are encouraged to express their opinions during lessons and do so with maturity and enthusiasm. Behaviour is excellent at all times. Where teaching is unsatisfactory, little attention is paid to ensuring that all pupils understand the content of the lesson and work is insufficiently matched to their abilities.

Work in pupils' books show that they are making at least satisfactory progress. There are a number

of pupils identified as gifted or talented and they make good progress. Pupils' standards of achievement are appropriate for their age.

The head teacher recognises the need for a whole-school marking policy to ensure consistency of approach by all teachers. At the moment the quality of marking is variable.

The one member of the teaching staff with qualified teacher status has been given the responsibility of managing the afternoon curriculum. He has experience of mentoring newly qualified teachers in the maintained sector and has introduced a system whereby he observes the other teachers on a regular basis. Monitoring reports are produced which are both constructive and supportive. Weekly meetings are held where teachers are able to raise any issues pertaining to teaching and learning at the school.

***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 appropriate careers guidance for its pupils (paragraph 1(2)(g); and
- ensure that resources are of an adequate quality and quantity for teaching science (paragraph 1(3)(f)).

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



The school's provision for the pupils' spiritual, moral, social and cultural development is good.

The school's principal is also the community's religious leader and the pupils receive regular and well-judged religious guidance from him which they are encouraged to apply to their daily lives. The Islamic atmosphere and ethos of the school is conducive to the pupils' spiritual development.

School rules and the code of conduct are displayed on signs in every classroom and are clearly understood by the pupils. These procedures provide a strong basis for the pupils to develop a clear sense of right and wrong. The pupils express an obvious respect for the school rules and the wider laws of the land. They take responsibility for keeping the school clean. The school has introduced a system of monitors to supervise movement up and down the stairs.

The school strives to inculcate a sense of brotherhood amongst the boys and this is evident in the peer group relationships. The pupils describe this aspect of the school's ethos as one of the reasons they are happier here than at their previous schools. They express an awareness of their responsibility to the community in which they live. The principal has made plans to hold open days and to develop working relationships with local schools. The school is already using the facilities of a local high school for PE.

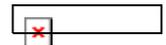
The school teaches citizenship as part of the secular curriculum. This is taught as a whole school activity on Friday mornings, but plans have been made to divide the pupils into two teaching groups for the next term. The syllabus is based on a published PSHE scheme. It provides opportunities for the pupils to acquire knowledge of some of England's public institutions as well as to study aspects of multiculturalism.

Respect and tolerance for different cultural and religious traditions is promoted throughout the Islamic syllabus and through the Friday prayers that all pupils attend. During the Bangla lessons the teacher incorporates aspects of Bangladeshi culture and history in order to develop a sense of pride in the pupils' cultural heritage.

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

Yes.

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



The school's provision for the welfare, health and safety of its pupils is satisfactory. It has produced policy documents for bullying, child protection, behaviour and First Aid. However, these documents have been based upon policies used elsewhere and have not been amended for the distinct purposes and characteristics of this school. They are not an accurate reflection of the practice and procedures at the school and so have not been implemented in any way. There is no policy for the health and safety of pupils on educational visits.

The school has yet to nominate a child protection officer but has registered two teachers on a child protection course to take place before the end of the current term.

The school has no First Aid policy. However, procedures and structures have been put in place and are clearly understood by all who work at the school. Four teachers hold valid accreditation as First Aiders and information notices regarding First Aid can be found on the wall of every classroom.

The school's admission forms are comprehensive and record details of allergies and other medical conditions. This information is not currently accessible in the classrooms.

Fire safety is considered carefully. The local fire authority has carried out a fire risk assessment. Fire drills are carried out and recorded. The school has three nominated fire wardens.

The school maintains an admission register and attendance register in accordance with the regulations.

Relationships between the staff and the pupils are warm and supportive and the pupils are treated with respect. The boys are relaxed and express happiness at the family atmosphere at the school. Pupils are supervised appropriately at all times, both inside and outside the school building.

***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:

- implement a policy to prevent bullying (paragraph 3(2)(a));
- implement a written policy to safeguard and promote the welfare of children (paragraph 3(2)(b));
- implement a written policy for activities outside the school (paragraph 3(2)(c));
- implement a written policy to promote good behaviour amongst pupils (paragraph 3(2)(d));

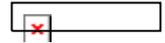
- have regard to the DfES guidance on health and safety (paragraph 3(4)); and
- write and implement a policy on First Aid (paragraph 3(6)).

***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 school is owned by a sole proprietor. Almost all staff have been subject to satisfactory clearance with the Criminal Records Bureau (CRB) at an enhanced level. Clearance has been sought for recent appointments, but these have not been returned to date. The school has supplied evidence of postage to the CRB. Prior to the confirmation of their appointment, the school requests character references and makes detailed checks to ascertain proof of identity and qualifications, but a candidate's employment history and medical fitness are not confirmed.

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

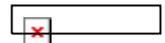
No.

***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:

- carry out appropriate checks before the appointment of staff (paragraph 4(c)).

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



The accommodation and premises are suitable. The school shares its accommodation with the Baitul Abraar Jami Masjid in a building converted from its original use in 1999. The mosque is situated on the ground floor and the classrooms are on the floor above. The school shares its toilets with the mosque, but the pupils are accompanied by staff during prayer times.

There are three classrooms, along with an ICT room and a small room used for a withdrawal group of pupils with special educational needs. All are furnished with traditional low benches and are appropriate in size for the number of pupils. All rooms are well decorated and carpeted. Examples of pupils' work are displayed throughout, along with well-chosen, commercially produced visual aids.

The trustees have submitted an application for planning permission for two demountable units to be situated in the car park to the side of the building. These buildings will accommodate three extra classrooms, one of which is intended to be used as a science laboratory and another as a library. This space is currently used as an outdoor play area. There are no plans for an alternative area if this space is taken up by the demountable.

On the ground floor there is a Wudu area with six seats and a toilet area with three cubicles and a single washbasin. Another toilet is purpose-built for disabled users. All facilities are clean and well maintained.

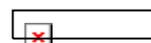
A small kitchen is situated on the ground floor. A microwave oven is provided for the reheating of the pupils' lunches. This is supervised by the caretaker. The kitchen is maintained in a clean and hygienic condition.

Suitable provision is made for pupils who are taken ill.

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

Yes.

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



The school has produced a prospectus which contains details of curricular provision. The school's rules and regulations are specified together with the daily routines for pupils. A helpful list of the names of staff, together with their qualifications, is included. However, the document does not inform parents of the range of policies that they may request to see, nor of the complaints procedure available to them. The admission form requests an important range of information from parents and also informs them of the school's discipline procedures, including information on exclusions.

The school has recently introduced a homework diary to inform parents of their child's homework tasks. Parents are encouraged to oversee homework and sign the diary each week.

The school provides parents with termly written reports. These give parents clear and useful information about their child's progress and attainment. Parents have the opportunity to meet with teachers following the reports with a formal meeting in the spring term. All parents who returned the pre-inspection questionnaire agreed that they are kept well informed about their child's progress in school.

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

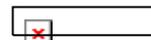
The school meets most but not all of the requirements.

***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:

- make available to parents particulars of policies relating to bullying, child protection, health and safety, the promotion of good behaviour, and sanctions adopted in the event of pupils misbehaving (paragraph 6(2)(h)); and
- make available to parents the details of the complaints procedure adopted by the school, together with details of the number of complaints registered under the formal procedure during the preceding school year (paragraph 6(2)(j)).

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



The school has a written policy for complaints that allows for a staged response to parents' concerns, but it does not comply fully with the regulations.

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

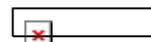
The school meets most but not all of the requirements.

***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:

- ensure that the complaints procedure is available on request to parents of pupils and prospective pupil ( paragraph 7(b)); and
- provide for a formal complaint to be made in writing if parents are not satisfied with the response to an informal complaint (paragraph 7(e)).

**School details**



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Name of school:	Jamiatul Uloom Al-Islamia		
DfES ref number:	821/6006		
Type of school:	Muslim Boys Day		
Status:	Independent		
Age range of pupils:	11 - 14 years		
Gender of pupils:	Male		
Number on roll (full-time pupils):	Boys 25,	Girls ,	Total 25
Number of pupils with a statement of special educational need:	Boys 0,	Girls ,	Total 0
Annual fees (day pupils):	£800		
Address of school:	364-366 Leagrave Road Luton LU3 1RF		
Telephone number:	01582 595535		
Headteacher:	Mr Mohammed Sadek Miah		
Proprietor:	Mr Mohammed Sadek Miah		
Lead Inspector:	Mr Geraint Huw Evans		
Dates of inspection:	23 - 26 May 2005		

