

Al-Mizan School

46 Whitechapel Road, London, E1 1JX

Inspection dates

10–11 March 2015

Overall outcome

Independent school standards not met

Context of the inspection

- The school was subject to a full inspection carried out under section 162a of the Education Act 2002 in October 2014. The school's overall effectiveness was judged to be inadequate. This unannounced inspection was undertaken at the request of the registration authority for independent schools in order to monitor the progress the school has made in implementing its action plan.
- At the time of the monitoring inspection, the October 2014 inspection report was not available on the school's website.
- As a result of the October 2014 inspection, the school was required to prepare an action plan. This was evaluated by Ofsted in January 2015 and was found to require improvement. The school received feedback on the action plan on 9 March 2015.

Main findings

Curriculum

- At the previous inspection, the school failed to meet the standards for the quality of education provided. The curriculum was taught inconsistently. There was little work done by pupils in foundation subjects. Plans were not organised into coherent units of study. The curriculum was narrow and restricted. There were insufficient resources to teach some subjects effectively. Work done by pupils in mathematics and English was repetitive. Standards had deteriorated. Progress was inadequate. Lessons were not planned effectively to build on prior learning. Adult subject knowledge was weak. Marking was poor. Some classrooms were cramped. Information held about achievement was inaccurate. It was not used to plan lessons intended to address potential underachievement. Leaders' understanding of national norms was limited.
- The school planned to review and reorganise the curriculum to ensure sufficient coverage and high quality resources, to identify gaps in coverage and to produce an overview for the remainder of the school year.
- The curriculum policy review has not yet been completed and a proposed policy has not yet been considered by the governing body. A broad plan of what pupils will learn has been created and is in use. Teachers are using a wider range of teaching materials. Pupils are gaining opportunities to experience teaching from specialists in art and drama. Classrooms are now spacious enough. Pupils have begun to experience a broader range of learning in all the areas which the standards require. However, schemes of work and the plans for the associated progression of skills are still being devised. There remain limitations to the opportunities pupils are given to acquire the necessary skills in core subjects. Therefore, the standards related to the curriculum are still not met.

Teaching

- In order to improve the quality of teaching, the school planned to revise the methods used to check on its quality, including work sampling, peer observations, and joint lesson observations. The school planned to ensure that teachers received time for planning and improved professional development. The school was to ensure that teachers' knowledge of spelling,

grammar and punctuation was improved.

- Senior leaders have provided a programme of training and development to help improve teachers' skills and knowledge. As a result, teachers are now marking pupils' work more regularly and asking more effective questions to check on pupils' understanding. However teachers do not use schemes of work which identify a progression of skills to help them plan effective lessons. Work seen in some books continues to demonstrate a shallow and haphazard approach to setting work which is not matched well enough to the varying needs of individuals or groups.
- Leaders have now introduced tracking systems and are measuring pupils' progress against national norms. They are holding teachers more closely to account for the impact of their work in relation to pupils' progress towards these standards. Evidence of attainment is currently based on written tests carried out by pupils at the beginning of the term. The standard related to leaders providing a framework for pupils' performance to be evaluated in relation to national norms is, therefore, now met.
- Planned training on the use of assessment is yet to take place. Pupils' progress is delayed because their work is not assessed accurately enough to make sure set work matches and extends their abilities. While the curriculum now has a broader content, it is not yet embedded or assessed well enough to ensure that pupils are sufficiently equipped to make the most of their future opportunities.
- Senior leaders are checking on, and evaluating, the quality of teaching in a regular and systematic manner. This is helping them to acquire a more accurate view of the impact of teaching on learning. It has revealed concerns about quality of some teaching. Plans to tackle the developmental needs of some teachers have not yet been followed through, so their impact cannot be seen. Assessments for all pupils used to track progress are not moderated by evidence from ongoing work because teachers have not yet received training on assessment. As a result, teachers do not set work which matches pupils' needs closely enough to enable them to make sufficient progress. Therefore, the standards related to teaching and assessment are still not met.

Spiritual, moral, social and cultural development

- At the previous inspection, the school failed to meet the standards for the spiritual, moral, social and cultural development of pupils. Pupils did not have a strong enough understanding of British values. There was insufficient reference to learning about wider society. Pupils were not actively encouraged to discuss opposing views.
- The action plan stated that the school would reorganise the curriculum so that it was appropriately broad and balanced, ensure that pupils learned about major beliefs other than their own, and organise visits to other places of worship.
- The school has implemented its plan and pupils now have more insight and understanding of the way others live their lives and the beliefs they hold. This is because opportunities for pupils' spiritual, moral, social and cultural development are now planned explicitly and systematically. Assemblies and enrichment activities are helping pupils to reflect on their own views and the views held by others. Visits are carefully planned with a focus, and followed up. Pupils have developed a genuine curiosity about the beliefs of others as a result. Leaders have taken steps to strengthen and broaden links with other faith groups in their local community.
- Leaders have made sure that opportunities for pupils to learn about fundamental British values are more carefully planned and implemented. Senior leaders and governors actively promote the view that these values and those of their own faith are not mutually exclusive. As a result of these actions, the standards relating to the spiritual, moral, social and cultural development of pupils are now met.

Welfare, health and safety

- At the previous inspection, the school failed to meet the standards for the welfare, health and safety of pupils. Robust systems were not in place to ensure that pupils were safe. Routine risk

assessments were not carried out. Levels of pupil supervision were inadequate. The health and safety policy was not monitored or implemented effectively. There was inadequate first aid provision. Fire safety regulations were not fully complied with. Too many pupils were absent and their absence was not monitored.

- As set out in the action plan, senior leaders and governors have strengthened their awareness of safeguarding. They have enabled members of staff and governors to work jointly with the local authority on 'Prevent' training. They have also distributed the local authority's advice note to parents on keeping children and young people safe against radicalisation and extremism. The standard is now met.
- Attendance is improving as a result of the work which the recently appointed attendance officer has done to monitor and follow up absences. Targets for attendance were originally set at an unambitious level, but have recently been revised to reflect national norms. The attendance policy has been revised but has not been considered by governors. It defines the monitoring process suitably but does not specify all the necessary procedures.
- As planned, senior leaders have commissioned an external review of fire safety and taken some action on its recommendations. However, signs to help occupants locate evacuation routes in an emergency are absent from some parts of the school. Therefore, the standard related to compliance with the Regulatory Reform (Fire Safety) Order 2005 is still not met.
- The school planned to revise the health and safety policy and this has been done. However, the revised health and safety policy has not yet been considered and ratified by the governing body. Governors and senior leaders are carrying out routine checks on the premises as defined in the action plan. However, some aspects of the revised health and safety policy are not being implemented in practice. The safeguarding policy does not explain the procedures to be followed should an allegation be made against the headteacher. This standard is not met. As a result, the standards which requires proprietors to 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 are still not met.
- The governing body has not yet considered the revised first aid policy. Some aspects of the proposed policy are not being implemented in practice. The policy does not explain clearly enough how accidents should be reported to parents. The policy does not identify how first aid supplies should be monitored and replenished. It does not explain how staff with first aid training will be identified and how governors will know when to check that training has been renewed. Therefore, the standard related to the first aid policy is still not met.
- Supervision of pupils has improved. There are sufficient levels of supervision during all activities and ratios of adults to pupils are suitable. Leaders have used their knowledge of the premises and pupils to decide on these levels. The areas which pupils use during the school day are kept secure by electronic locks. The standard related to the proper supervision of pupils is now met.

Suitability of staff, supply staff, and proprietors

- At the previous inspection, the school failed to meet the standards for the suitability of staff, supply staff, and proprietors. Appropriate recruitment procedures were not followed thoroughly when appointing new members of staff. Key pieces of information were missing from some staff files.
- The single central record now includes identity checks for all members of staff employed and the checker's name is entered correctly. Staff files checked on inspection contained all the necessary documentation related to recruitment. The standards related to the suitability of staff are now met.

Premises and accommodation

- At the previous inspection, the school failed to meet the standards for premises and accommodation. There was insecure access to and from the building. Fire exits were not suitable. The medical room was too far away from where pupils spent their time and its facilities were inadequate. There was no provision for pupils' outdoor play.

- A suitable medical room is now available. It is close to the classrooms which pupils occupy. It has washing facilities with hot and cold water supplies and a nearby toilet. However, the room is not equipped well enough to fulfil all of its potential uses. There are no disposal facilities for materials contaminated with bodily fluids. There is no bed or resting place for sick pupils or medical examinations. There is a basic first aid kit, but there are insufficient supplies of protective clothing available. Therefore, the standards related to provision of a medical room are still not met.
- The fire exits from the part of the building now in use by the primary school are adequately lit by external lighting. They are free of obstruction and a suitable fire assembly point has been identified.
- A suitable outdoor space for pupils to play in is still being researched by school leaders. They have identified a public play area about five minutes' walk away from the school, which they believe may be suitable for this purpose. Leaders have sought advice from the local authority about the suitability of this space. However, risk assessments for its use have not been created and pupils still do not have access to, and area for, outdoor play. Therefore, these standards are still not met.

Quality of leadership and management

- The standards for leadership and management are not met because not all the actions identified within the school's plan have been carried out and many independent school standards are still unmet.
- Leaders are not actively promoting the well-being of pupils because requirements to ensure their safety are still not all met.

Compliance with regulatory requirements

The school must take action to meet The Education (Independent School Standards) Regulations 2014 and associated requirements

- The proprietor must ensure that there is a written policy on the curriculum, supported by appropriate schemes of work, which is implemented effectively (paragraphs 2(1), 2(1)(a)).
- The proprietor must ensure that the curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraphs 2(2), 2(2)(a)).
- The proprietor must ensure that the curriculum provides opportunities for pupils acquire speaking, listening, literacy and numeracy skills (paragraph 2(2)(b)).
- The proprietor must ensure that the curriculum gives all pupils the opportunity to learn and make progress (paragraph 2(2)(h)).
- The proprietor must ensure that the curriculum gives adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life (paragraph 2(2)(i)).
- The proprietor must ensure that teaching at the school enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraphs 3, 3(a)).
- The proprietor must ensure that teaching at the school fosters in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves (paragraph 3(b)).
- The proprietor must ensure that teaching at the school involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3(c)).
- The proprietor must ensure that teaching at the school 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(d)).
- The proprietor must ensure that teaching at the school demonstrates appropriate knowledge

and understanding of the subject matter being taught (paragraph 3(e)).

- The proprietor must ensure that teaching at the school utilises effectively classroom resources of an adequate quality, quantity and range (paragraph 3(f)).
- The proprietor must ensure that teaching at the school demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to plan teaching so that pupils can progress (paragraph 3(g)).
- The proprietor must 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 (paragraphs 7, 7(a) and 7(b)).
- The proprietor must ensure that a written policy on compliance with relevant health and safety laws is drawn up and effectively implemented (paragraph 11).
- The proprietor must ensure that the Regulatory Reform (Fire Safety) Order 2005 is complied with (paragraph 12).
- The proprietor must ensure that a written policy on first aid is drawn up and implemented (paragraph 13).
- The proprietor must ensure that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including accommodation for the medical examination and treatment of pupils and accommodation for the short-term care of sick and injured pupils which includes a washing facility and is near to a toilet facility (paragraphs 24(1), 24(1)(a) and 24(1)(b)).
- The proprietor must ensure that the school premises and 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 assured (paragraph 25).
- The proprietor must ensure that a suitable outdoor space is provided in order to enable pupils to play outside (paragraphs 29(1), 29(1)(b)).
- The proprietor must ensure that particulars of the arrangements for meeting the standard contained in paragraph 7 (as above) are published on the school's internet website or, where no such website exists, are provided to parents on request (paragraph 32(1) (c)).
- The proprietor must ensure that a copy of the report of the inspection is published and maintained on the school's internet website (paragraph 32 (1) (d)).
- The proprietor should ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently, fulfil their responsibilities effectively so that the independent school standards are met consistently and actively promote the well-being of pupils (paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)).

Inspection team

Andrew Wright, Lead inspector

Her Majesty's Inspector

Information about this school

- Al-Mizan School is an independent Islamic day school for boys aged seven to 11 years of age. It opened in 2002.
- The school is smaller than the average-sized primary school.
- The school is located inside the London Muslim Centre. Many of the pupils continue to London East Academy, a secondary school for boys aged 11 to 16 which is situated on the same site. The primary school has been relocated to a different part of the centre since the previous inspection. An assistant headteacher has responsibility for teaching and learning in the primary school.
- The executive headteacher has been in post since September 2011. He was appointed as executive headteacher of Al-Mizan School and London East Academy. The two schools are managed by the East London Mosque Educational Trust Limited.
- There are no disabled pupils or those with a statement of special educational needs.
- The school's aims are 'to provide a broad and balanced curriculum to all its students; the balance aimed for is that between *hifz* (memorization of the Qur'an) and the National Curriculum'.

School details

Unique reference number	133646
Inspection number	463627
DfE registration number	211/6392

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.

Type of school	Day school for Islamic boys
School status	Independent school
Age range of pupils	7–11
Gender of pupils	Boys
Number of pupils on the school roll	87
Number of part time pupils	None
Proprietor	East London Mosque
Chair	Muhammad Habibur Rahman
Headteacher	Ziaur Rahman
Date of previous school inspection	8–10 October 2014
Annual fees (day pupils)	£3,000
Telephone number	020 7650 3070
Email address	admin@leacademy.com

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