

# Al-Mizan School

46 Whitechapel Road, London E1 1JX

## Inspection dates

24 November 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. At this time, the school's effectiveness was judged to be inadequate.
- The school underwent a progress monitoring inspection in March 2015, at which time a number of independent school standards continued to be unmet.
- The school was required to submit an action plan to the registering authority following the progress monitoring inspection. This was evaluated by Ofsted in July 2015 and found to require improvement.
- This inspection was undertaken at the request of the registration authority for independent schools to monitor the school's progress in complying with the independent school standards which had not been met previously. These are within parts 1, 3, 5, 6 and 8 of the standards.
- The inspection was unannounced.

## Main findings

### Part 1. Quality of education provided

- At the time of the previous inspection, the school failed to meet all of the standards for the quality of education provided. A curriculum policy review had not been completed or considered by the governing body. Schemes of work for the curriculum were still being devised and were not effectively implemented. Pupils had limited opportunities to acquire the necessary skills in the curriculum. Senior leaders were beginning to improve the quality of teaching. However, teachers were not using their knowledge of pupils' abilities to plan effective lessons. This was limiting the progress of pupils. Leaders had planned further training on the use of assessment to improve teaching, but this had not yet taken place. Resources for teaching and learning were insufficient.
- The executive headteacher has taken effective action to improve the quality of teaching since the last inspection so that it now meets the requirements of the relevant standards. Teachers use more accurate assessment information to plan lessons which meet the needs of individual pupils well. This has led to more rapid progress, so that pupils are now working at levels of attainment much closer to national norms, particularly in English and mathematics.
- The range of resources and equipment on offer to pupils and teachers has improved since the last inspection. It is now of an adequate quality, quantity and range. Reading material includes examples from both classical and contemporary literature. Works from different cultures are represented.
- Teachers now check pupils' progress and assess their attainment accurately, regularly and confidently. They provide written comments which are now more helpful to pupils. However, leaders are aware there is still variability in the quality of written and verbal feedback. In all classes, pupils are given individual targets for improvement, together with a clear timescale. Pupils have noticed, and enjoy, the greater challenge on offer. Older pupils complete a homework book meticulously and consistently. This allows parents and teachers to have an ongoing dialogue about learning.

- Teachers demonstrate a suitable knowledge and understanding of subjects taught. For example, in science there is a clear progression of expectations and challenge across the school. Younger pupils are able to identify and name the functions of human teeth. Older pupils have completed work which shows their understanding of the principles of evolution.
- A written policy on the curriculum has now been approved by governors. It provides a clear outline of the breadth and balance of subjects intended to be taught. The policy is supported by schemes of work for all subjects, except physical education. The introduction of some creative and aesthetic work is improving outcomes for pupils in this area of learning. For example, at the end of the summer term pupils enjoyed a performance related to the rainforest, using some dramatic and musical skills. The schemes and implementation of the curriculum policy meet the standard in relation to linguistic, mathematical, scientific and some technological aspects of learning. However, the curriculum still does not provide sufficiently rich and effective experiences in human and social, physical, aesthetic and creative education to meet the standard. One lesson per week, delivered by external teachers, provides a basic understanding of a limited range of skills and knowledge. Some additional work is undertaken in these areas of learning during topic work, but this is not sufficient to enable pupils to make the necessary progress.
- The proprietor has ensured that the curriculum gives pupils the opportunity to learn and make progress in reading, writing, mathematics and science. Opportunities to learn and make progress in computing also meet the requirement of the standard. However, the limitations in the range and scope of the curriculum on offer limit pupils' opportunities to make sufficient progress in other subjects. A system for assessment in the wider curriculum is available, but its scope is too narrow.
- The proprietor has ensured that pupils are well prepared for the responsibilities of their future lives. Pupils understand their responsibilities in relation to the law, tolerance, and safety. Some pupils are less clear about the role of government. However, pupils do not gain sufficient opportunity to develop interests and skills in the full range of learning required by the standards. As a result, they are not prepared well enough to make the most of future experiences. Equally, those who may have latent talent in areas of learning not covered are denied opportunities to develop them further.

### **Part 3. Welfare, health and safety of pupils**

- At the previous monitoring inspection the school failed to meet some of the standards concerning the welfare, health and safety of pupils. The health and safety policy was not implemented in full because of shortcomings in the management of premises safety. The policy had not been considered by governors. The safeguarding policy did not explain how an allegation against the headteacher should be handled should this occur. The first-aid policy did not meet the requirements of the relevant standard.
- All of the shortcomings identified at the previous inspection in relation to the welfare, health and safety of pupils have now been suitably addressed. Therefore these standards are now met.
- The health and safety policy has been revised and approved by governors. Staff have an opportunity to express any concerns about health and safety through a regular item on the staff meeting agenda. Written records of governors' meetings demonstrate that they ask probing and challenging questions of leaders about health and safety matters.
- Since the last inspection, the proprietor has ensured that clear evacuation instructions are on display in every room for use in an emergency. Pupils can explain how to respond in the event of a fire alarm. The Regulatory Reform (Fire Safety) Order 2005 is now complied with.
- The first aid policy has been thoroughly reviewed and considered by governors since the last inspection. It now provides a clear definition of roles and responsibilities. It explains how parents and others should receive information about accidents or other first aid concerns. It also identifies training needs and names those responsible for ensuring equipment and supplies are kept up to date. The standard on first aid is therefore met.

### **Part 5. Premises and accommodation**

- Some standards related to premises and accommodation were not met at the previous inspection. There was no provision for pupils to play outdoors. Although a medical room was available, it was not adequately equipped.
- The medical room has now been equipped with all of the necessary supplies and guidance to meet the standard. There are adequate disposal facilities for soiled items. A file containing important information about the medical room is available to, and understood by, members of staff.
- A member of staff manages the implementation of the health and safety policy. He has a comprehensive knowledge and understanding of its scope and implementation. He ensures that meticulous and thorough records are kept of checks and repairs. Any shortcomings are quickly picked up and corrected.
- Since the last inspection, plans to use a local park for outdoor play have been implemented. A detailed and thorough risk assessment for its use is implemented and kept under regular review. Pupils can give examples of steps taken by supervising adults to ensure their safety while at play. Supervision levels are appropriate for the age and numbers of pupils concerned. The area is of a suitable size and type. Therefore, the standard related to outdoor play is now met.

### **Part 6. Provision of information**

- The school's provision of information did not meet all of the required standards at the time of the last inspection. There was no link to Ofsted reports on the school's website. The safeguarding policy was not available for parents on the website.
- The school's internet website now contains a link to the policy on safeguarding and child protection. This meets the requirements of the standard. The current safeguarding policy refers to the most recent guidance from the Secretary of State and explains what to do in the event of an allegation against a member of staff, including the head teacher.
- The proprietor has now ensured that a copy of all recent inspection reports is published on the school's website and therefore this standard is met.

### **Part 8. Quality of leadership in and management of the school**

- At the previous inspection, the standards related to the quality of leadership and management were not met because school leaders and governors had not ensured all of the independent school standards were met. Leaders had not ensured that arrangements to promote the safety of pupils and their well-being were fully implemented.
- The executive headteacher has led improvements in the quality of teaching and development of the curriculum effectively since the last monitoring inspection. He has made sure that teachers are held closely to account for the impact of their work on outcomes for pupils. He has identified appropriate priorities for staff training. Procedures for assessing pupils' progress and attainment are more accurate and better understood. As a result, pupils are attaining higher standards in reading, writing, mathematics and science.
- All shortcomings in relation to the provision of information have been corrected, particularly through the introduction of a new, revised school website. This now contains links to a comprehensive range of information stated in plain language.
- However, despite the introduction of effective schemes of work in many subjects, the curriculum does not offer a broad enough range of subjects to meet the standards. In particular, opportunities to learn the necessary range and depth of skills in music, physical education, geography, design technology and art are too limited. Progress has been made, but this is insufficient to meet the standards. Therefore some of the independent school standards continue to be unmet.

- Since the departure of the assistant headteacher responsible for teaching and learning in the primary school, the executive headteacher has taken on direct responsibility for the school's improvement. Governors are acutely aware of the need to increase the capacity of senior leadership in the primary school. This is necessary to sustain the improvements evident since the last inspection.

## 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 are implemented effectively (paragraph 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 (paragraph 2(2), 2(2)(a)).
- 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)).

## Inspection team

Andrew Wright, lead inspector

Her Majesty's Inspector

Martin Roberts

Ofsted 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 average in size for a primary school.
- The school is located within the London Muslim Centre, which also accommodates the London East Academy. Many of the pupils move on to this academy when they leave.
- The primary school relocated to a different part of the premises in the early part of 2015.
- The executive headteacher has been in post since September 2013. He leads both this school and London East Academy. The assistant headteacher with responsibility for teaching and learning in the primary school has left the school and has not yet been replaced. Both schools are managed by the East London Mosque Educational Trust.
- There are no pupils who are disabled or who have a statement of special educational needs.
- The school aims to 'provide a broad and balanced curriculum, the balance aimed for being between *hifz* (Quran memorisation) and the National Curriculum'.

## School details

<b>Unique reference number</b>	133646
<b>Inspection number</b>	10009013
<b>DfE registration number</b>	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.

<b>Type of school</b>	Independent Islamic school for boys
<b>School status</b>	Independent school
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	87
<b>Number of part time pupils</b>	0
<b>Proprietor</b>	East London Mosque Educational Trust
<b>Chair</b>	Muhammad Habibur Rahman
<b>Headteacher</b>	Ziaur Rahman (executive headteacher)
<b>Date of previous school inspection</b>	10–11 March 2015
<b>Annual fees (day pupils)</b>	£3,000
<b>Telephone number</b>	020 7650 3070
<b>Email address</b>	<a href="mailto:admin@leacademy.com">admin@leacademy.com</a>

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