

Al-Mizan School

46 Whitechapel Road, London, E1 1JX

Inspection dates 8–10 October 2014

Overall effectiveness	Inadequate	4
Leadership and management	Inadequate	4
Behaviour and safety of pupils	Inadequate	4
Quality of teaching	Inadequate	4
Achievement of pupils	Inadequate	4

Summary of key findings

This is an inadequate school.

- Achievement is inadequate because pupils make insufficient progress, particularly in Years 3 and 4. Too much catching up has to be done in Year 6.
- The range of subjects taught to pupils is too narrow. The school does not promote pupils' understanding of different cultures and religions. The school does not prepare pupils for life in modern Britain.
- Teaching is inadequate. Classroom resources are poor and teachers do not provide enough challenge. Work is not marked adequately. Mistakes in spelling, punctuation and grammar are often left uncorrected.
- School leaders and governors do not have an accurate understanding of the quality of education in the school. Their checks on the school's work are ineffective.
- Systems for keeping pupils safe are weak. Governors have not ensured that arrangements for the appointment and recruitment of staff meet statutory requirements.
- A fifth of pupils do not attend school regularly. Absences are not followed up promptly, meaning that the school does not know whether or not absent pupils are safe.

The school has the following strengths

- Pupils are respectful and polite. They work and play well together.
- Leadership and teaching of computing and Islamic studies are effective.

Compliance with regulatory requirements

- The school must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- This was an unannounced inspection, at the request of the Department for Education.
- The inspection was conducted at the same time as an inspection of the London East Academy. A separate report has been published for the London East Academy inspection.
- Inspectors observed teaching in 15 lessons or part-lessons. Three of these were joint observations with senior leaders.
- During visits to classrooms, inspectors reviewed pupils' work and spoke with pupils about their learning. They scrutinised pupils' work in a range of subjects.
- A tour of the school's premises was undertaken with senior leaders and the site manager.
- Inspectors held discussions with the leadership team, pupils, parents and members of the governing body.
- School documents and records were scrutinised, including safeguarding information, records of pupils' progress, behaviour and attendance, school improvement planning and minutes of governing body meetings.
- Inspectors observed lunch and playtimes and joined in a special event to celebrate Eid.
- Inspectors spoke informally to parents at the beginning of the school day. There were not enough responses to the online questionnaire, Parent View, to enable conclusions to be drawn. No staff questionnaires were completed.

Inspection team

Ann Debono, Lead inspector

Her Majesty's Inspector

Usha Devi

Her Majesty's Inspector

Full report

Information about this school

- Al-Mizan School is a selective independent Islamic day school for boys aged 7 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. Approximately half of all pupils continue to London East Academy, a secondary school for boys aged 11 to 16 which is situated on the same site.
- At the time of the inspection the executive headteacher had been in post for five weeks. 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'.

What does the school need to do to improve further?

- Improve the quality of teaching and raise pupils' achievement by:
 - ensuring all subjects are taught effectively, including opportunities for pupils to learn about faiths and cultures other than their own
 - raising teachers' expectations of what pupils can achieve in all subjects, particularly in Years 3 and 4
 - planning activities that match the needs of all pupils, particularly the more able
 - making sure that pupils receive and act upon detailed feedback about how to improve their work
 - ensuring that pupils improve spelling, grammar and punctuation, and that any errors are always corrected.
- Improve the leadership and management, including governance of the school, by:
 - ensuring pupils are prepared for living in modern Britain through the provision of a broad and balanced curriculum
 - increasing the checks on teaching, pupils' learning and their safety in school so that leaders have an accurate understanding of the school's strengths and weaknesses
 - making sure all the required checks are made on new staff prior to their appointment
 - ensuring staff have the skills required to teach and assess pupils' achievement effectively in a range of subjects
 - making sure class teachers and those with leadership responsibilities are rigorously held to account for pupils' performance and improving the work of the school.
- Ensure that the school meets statutory requirements for keeping pupils safe by:
 - carrying out all the required checks on fire safety, electrical testing, first aid, security and access to the site
 - ensuring all checks are recorded and address any issues arising immediately
 - making sure pupils' absence from school is rigorously followed up.
- **The school must meet the following independent school standards.**
 - The proprietor must ensure that there is a written policy on the curriculum, supported by appropriate schemes of work, which is implemented effectively (paragraph 2(1)).
 - 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)(a)).
 - The proprietor must ensure that the curriculum provides opportunities for pupils acquire speaking, listening, literacy and numeracy skills (paragraph 2(2)(c)).
 - The proprietor must ensure that the curriculum gives all pupils the opportunity to learn and make

- progress (paragraph 2(2)(i)).
- The proprietor must ensure that the curriculum gives adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life (paragraph 2(2)(j)).
 - 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 (paragraph 3, 3(a)).
 - 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, 3(b)).
 - Teaching at the school involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3, 3(c)).
 - 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, 3(d)).
 - Teaching at the school demonstrates appropriate knowledge and understanding of the subject matter being taught (paragraph 3, 3(e)).
 - Teaching at the school utilises effectively classroom resources of an adequate quality, quantity and range (paragraph 3, 3(f)).
 - 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, 3(g)).
 - The proprietor must ensure that a framework for pupil performance to be evaluated, by reference either to the school's own aims as provided to parents or national norms, or to both, is in place (paragraph 4).
 - Comply with the standard about pupils' spiritual, moral, social and cultural development (paragraph 5).
 - Actively promote 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(a)).
 - Ensure that principles are actively promoted which enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England (paragraph 5(b), 5(b)(iv)).
 - Ensure that principles are actively promoted which enable further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures (paragraph 5(b), 5(b)(v)).
 - Ensure that principles are actively promoted which enable pupils to encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (paragraph 5(b), 5(b)(vi)).
 - Ensure that principles are actively promoted which encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England (paragraph 5(b), 5(b)(vii)).
 - Ensure that principles are actively promoted which preclude the promotion of partisan political views in the teaching of any subject in the school (paragraph 5(c)).
 - Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils while they are in attendance at the school; while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; and in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, pupils are offered a balanced presentation of opposing views (paragraph 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)).
 - 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 (paragraph 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 13).
 - The proprietor must ensure that a written policy on first aid is drawn up and implemented (paragraph 14).
 - The proprietor must ensure that school staff are deployed to ensure the proper supervision of pupils (paragraph 15).
 - The proprietor must carry out appropriate checks to confirm each person's identity and makes sure that the checks are complete before a person's appointment (paragraph 19(2), 19(2)(b)(i) and 19(3)).
 - 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 (paragraph 23B(1), 23B(1)(a) and 23B(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 23C).
- The proprietor must ensure that the external fire exits from the classrooms are adequately lit (paragraph 23E, 23E(a)).
- The proprietor must ensure that suitable outdoor space is provided in order to enable pupils to play outside (paragraph 23G(1), 23G(1)(b)).

Inspection judgements

The leadership and management are inadequate

- Leaders and governors do not have accurate systems for checking the school's effectiveness.
- Arrangements for checking the work of teachers is not rigorous. For example, senior leaders did not know that some pupils' books had not been marked since September.
- Staff training is not having a beneficial impact on the quality of teaching. Teachers do not have sufficient knowledge to teach different subjects effectively.
- Pupils do not get a broad range of experiences to help prepare them for life in modern Britain. The school does not actively promote pupils' understanding of different cultures and religions in the United Kingdom. Younger pupils were unable to talk positively about different beliefs. However, Year 6 pupils show a greater acceptance that people can hold different views.
- The school website states that pupils will be taught the National Curriculum. In practice, this does not happen. The range of subjects taught is far too narrow and restricted. Pupils are given too few opportunities to be creative or use their imagination. For example, they told inspectors that they are not taught music.
- The school provides guidance for the teaching of different subjects, but this is not followed by teachers. Some pupils' humanities books show only one piece of work since September. Work in religious studies books shows that many pupils have only learnt about Islam.
- School leaders have not provided teachers with sufficient resources to teach different specialist subjects effectively, such as design and technology.
- Leaders with responsibility for computing and Arabic Studies manage their subjects well. They track pupils' progress in detail, actively involving pupils and parents in discussions about how to improve their skills and knowledge as quickly as possible. However, this is not the case for other subjects.
- Parents who spoke to inspectors were positive about the school's work and their children's' progress. Inspectors do not agree with these views. However, inspectors do agree with the parents who raised concerns about the lack of outdoor play space. This issue has been raised as an issue in the two previous inspection reports and has still not been addressed.

■ The governance of the school:

Governance of the school is weak. Governors do not have an accurate understanding of the school's strengths and weaknesses. They rely upon senior leaders to provide them with information and do not do enough to check the school's work for themselves.

The governing body does not ensure that proper recruitment procedures are followed thoroughly when appointing new members of staff. Inspectors found key pieces of information missing from some staff files, and yet these members of staff are allowed by governors to work in the school.

When challenged by inspectors, governors were not aware that the school does not meet a significant number of welfare, health and safety regulations.

The behaviour and safety of pupils are inadequate

- The school's work to keep pupils safe and secure is inadequate. A significant number of regulations relating to pupils' welfare, health and safety are not met.
- Procedures for ensuring the care, safety and security of pupils in school site are lax. For example, some fire exits are chained shut during the day and no first aid room is available on the primary school site.

Pupils have open access to the busy main road because entry to the school from the main mosque reception area is neither adequately supervised nor secure. This also means that the public have open access to the school.

- One in every five pupils has poor attendance. Absences are now followed up swiftly enough. Inspectors were concerned to find that although two pupils had been absent from school since the start of September, school leaders did not know why they were absent and could not be certain that they were safe.
- The behaviour of pupils requires improvement.
- Pupils have no outdoor space for recreation. At lunchtimes, they are confined to an inside hall when they can play football. This is far from ideal but it is to the boys' credit that they play together amicably.
- Pupils move from one lesson to another quickly without wasting time in corridors. They are respectful and polite to staff and visitors.
- In lessons where they are taught well, pupils are keen to answer questions and work cooperatively with each other. In other lessons where teaching is weak, pupils often become bored and lose concentration.
- Pupils have a secure understanding of how to keep themselves safe outside of school and when using the internet. They understand about different types of bullying. When asked, pupils confirmed that instances of bullying are dealt with quickly.

The quality of teaching

is inadequate

- Teaching is inadequate because activities in most subjects do not allow pupils to make sufficient progress. When they looked at their books, inspectors found that some pupils' work has deteriorated since the beginning of term.
- Teaching does not meet pupils' learning needs. Many tasks set for pupils are too easy or too difficult. Teachers do not recognise what pupils already know and can do. In mathematics, pupils' learning is limited to answering basic number questions that are too easy, so pupils do not develop their mathematical knowledge in other aspects such as shape and space.
- Teachers' expectations for the amount of work pupils should complete in a lesson are too low. These same low expectations affect the presentation of work in pupils' books. Pupils scribble out mistakes, their writing is not neat and work remains unfinished. This is the case in all subjects.
- Marking of pupils' work is poor. Pupils are not given enough guidance about how or to improve their work. In English books, errors in spelling, punctuation and grammar are often uncorrected.
- Some classrooms are disorganised and untidy, with pupils surrounded by piles of unwanted books and paper. Pupils do not always have access to the right resources.
- Teaching is more effective in Arabic studies, computing, and some English lessons, where teachers provide helpful guidance and encourage pupils to take responsibility for improving their work.

The achievement of pupils

is inadequate

- Pupils' achievement is inadequate. When they start in Year 3, the attainment of most pupils is at or above the level expected for their age. At the end of Year 6, attainment in English and mathematics is only in line with expectations.
- School leaders accept that their information about pupils' progress in English, mathematics and science is inaccurate. In contrast, a rigorous system is in place to track pupils' progress, homework and fluency in memorising the Qur'an.
- Scrutiny of pupils' work since September shows insufficient progress. In mathematics, pupils spend too long repeating the same type of activities without additional challenge. This inhibits their progress.
- Pupils' progress in most other subjects is inadequate because of poor curriculum provision and the limited subject knowledge demonstrated by teachers.
- In Years 3 and 4 inspectors found the quality of some pupils' work had got worse since September. At the start of term pupils were presenting their writing with care. Within a month, this was no longer the case.
- Little is done about underperforming pupils until they reach Year 6. At this point, school leaders organise additional teaching sessions after school, at weekends and holidays. They also hold meetings with some parents to discuss additional private tuition for underachieving pupils.
- More-able pupils do not make enough progress because the work that they are given does not provide them with enough challenge.

- Pupils make good progress in *hifz* and they are proud of their achievements in memorisation of the Qur'an.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	133646
Inspection number	446127
DfE registration number	211/6392

This inspection was carried out under section 162A of the Education Act 2002, as inserted by schedule 8 of the Education Act 2005, 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	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	90
Proprietor	East London Mosque Educational Trust Limited
Chair	Muhammad Habibur Rahman
Headteacher	Ziaur Rahman
Date of previous school inspection	5–6 April 2011
Annual fees (day pupils)	£3,000
Telephone number	020 7650 3070
Email address	admin@leacademy.com

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