

# Al-Mizan School

13 October 2016

46 Whitechapel Road, London E1 1JX

## Overall outcome

**The school meets all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

#### *Paragraph 2(1), 2(1)(a), 2(2), 2(2)(a), 2(2)(h)) and 2(2)(i)*

- The progress monitoring inspection in November 2015 found that the curriculum did not provide enough opportunities for pupils to make good progress in art, design and technology, geography, music and physical education (PE). In its action plan the school did not deal fully with the issue. However, since the action plan was compiled, four additional teaching hours per week have been allocated to the subjects in question. This was achieved by adjusting the number of hours previously devoted to Qur'an memorisation (Hifz), so that pupils are now able to spend more time studying these subjects and their learning has greater depth. In addition, specialist teachers for music and drama, art and design and technology have been recruited. Since January 2016, a specialist professional sports coach has been employed to improve staff skills in the teaching of physical education (PE) and sport.
- Written curriculum plans and checking procedures have been revised and strengthened. For example, weekly reviews by senior staff now regularly check the implementation of the revised schemes of work. In addition, at the end of every unit of study in every written subject, extended writing is set to assess pupils' knowledge and understanding. Checks on pupils' progress are now made and recorded on a helpful system. The school's information shows that pupils are making expected or better age-related progress in the subjects identified by the inspection. As a result of the changes to the curriculum, leaders have ensured that all pupils are provided with suitable opportunities to make progress in all subjects.
- The requirements for this paragraph are met.
- In November 2015, the progress monitoring inspection found that systems to assess pupils' progress in art, design and technology, geography, music and PE were too narrow. In its action plan the school did not fully deal with this issue. In particular, systems for checking for consistency in teachers' assessment of pupils' work were not robust enough. Nevertheless, assessment procedures have been strengthened. Through their network of contacts, governors have arranged for staff to visit good or outstanding maintained primary schools to observe good practice. As a result of these visits, monitoring procedures have been strengthened. For example, following the weekly checks on pupils' books, senior leaders provide teachers with feedback and advice to ensure that they consistently follow the school's marking policy. Consequently, teachers are now held to account more rigorously for the quality of their feedback to pupils. Joint sessions to ensure consistency in assessing pupils' work are firmly planned between school staff and their colleagues from maintained schools.
- The requirements for this paragraph are met.

- The progress monitoring inspection in November 2015 identified that pupils did not have enough opportunities to develop their skills and interests across a full range of subjects. Pupils' knowledge of the democratic process in Britain was not always enough for them to be clear about the role of government. As a result, they were not prepared well enough for their futures. In its action plan the school indicated that it intended to broaden pupils' experiences, by organising a range of visits and events to give them more experience of British values and the world of work. As a result, schemes of work for personal, social, health and economic (PSHE) education include activities that help pupils understand the rule of law and democracy. Leaders have also ensured that British values are carefully woven into the Islamic studies programme so that pupils gain a good understanding of what it means to be a British Muslim. In every classroom a 'suggestions board' is displayed where pupils can propose improvements which are then considered by the school council. In June, pupils took part in a referendum debate where they gained first-hand experience of the issues surrounding democracy and civil law. Visits from outside speakers from different professions, residential visits and other trips provide further opportunities for pupils to develop their interests across a wide range of learning.
- During the inspection, the inspector and senior staff visited three classrooms and the library. Pupils were taking part in a range of creative and academic work that included history, geography, Islamic studies and mathematics. An appropriate range of activities was available to enable pupils to work conscientiously and to achieve well, across all of the required seven areas of learning.
- The requirements for this paragraph are met.
- The school meets all the requirements for this part.

## Part 6. Provision of information

### *Paragraph 32(1) and 32(1)(c)*

- The safeguarding policy is published on the school's website. It reflects the Secretary of State's latest guidance, published by the Department for Education (DfE): 'Keeping children safe in education' (September 2016), and 'Working together to safeguard children' (March 2015).
- The leaders and governors have created a strong safeguarding ethos in the school. They take safeguarding very seriously, which is demonstrated by the very careful attention given to all pupils.
- Leaders have ensured that the school follows the local authority's protocols for making safeguarding referrals, and that effective risk assessments are in place for a range of activities. All appointed staff have completed the required safeguarding training, including in the 'Prevent' duty. This is a government training programme designed to help staff identify children who might be at risk of radicalisation.
- The school's website meets statutory requirements.
- The school meets all the requirements for this part.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- Senior staff have a good knowledge and understanding of their role and responsibilities. They, together with the proprietor and governors, have been successful in addressing the remaining unmet parts of the standards that were

highlighted at the last progress monitoring inspection in November 2015.

- Senior staff provided the inspector with a range of evidence to show that the school provides suitable opportunities for pupils to learn and make progress across all the required seven areas of learning. They have also ensured that pupils are well prepared for the next stage of their education.
- The proprietor, governors, headteacher and senior staff have ensured that all aspects relating to the standards concerning the quality of education have been covered. As a result, they have ensured that all the relevant independent school standards are consistently met and that pupils' welfare is safeguarded.

## **Compliance with regulatory requirements**

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged not to be complying with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### **The school now meets the following independent school standards**

- The proprietor ensures 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 ensures 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 ensures that the curriculum gives all pupils the opportunity to learn and make progress (paragraph 2(2)(h)).
- The proprietor ensures that the curriculum gives pupils adequate preparation for the opportunities, responsibilities and experiences of adult life (paragraph 2(2)(i)).

## School details

Unique reference number	133646
DfE registration number	211/6392
Inspection number	10020469

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	Independent Islamic school for boys
School status	Independent school
Age range of pupils	7–11
Gender of pupils	Boys
Number of pupils on the school roll	66
Number of part-time pupils	None
Proprietor	East London Mosque Educational Trust
Chair	Muhammad Habibur Rahman
Executive headteacher	Askor Ali
Annual fees (day pupils)	£3,100
Telephone number	020 7650 3070
Website	<a href="http://www.almizanschool.co.uk">www.almizanschool.co.uk</a>
Email address	<a href="mailto:admin@leacademy.com">admin@leacademy.com</a>
Date of previous standard inspection	8–10 October 2014

## Information about this school

- Al-Mizan School is an independent Islamic day school for boys aged seven to 11 years of age.
- 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. Both schools are managed by the East London Mosque Educational Trust.
- The school opened in 2002. At the time of the last standard inspection in October 2014, its overall effectiveness was judged to be inadequate.
- A progress monitoring inspection took place in March 2015, which judged that a number of independent school standards were still unmet. A second progress monitoring inspection took place in November 2015 and, while now fewer in number, some independent school standards were still unmet. The school

subsequently submitted an action plan, which was rejected by the DfE in April 2016.

- Since the last progress monitoring inspection in November 2015, there have been a number of staffing changes. The executive headteacher, who is responsible for both the East London Academy and Al-Mizan School, took up his post in January 2016. In addition, staff responsibilities have been re-organised. Two teachers, three supervisors and a head of primary education have been appointed.
- Most pupils are from Bangladeshi and Somali backgrounds.
- There are no boys with a statement of special educational needs or an education, health and care (EHC) plan. Very few pupils are at an early stage of learning English.
- There were no responses to the Ofsted online survey (Parent View).
- The school aims to provide a curriculum that encourages the integration of Islamic and British values and enables pupils to become responsible citizens.

## Information about this inspection

- This is the school's third progress monitoring inspection.
- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged not to be complying with at its previous inspection.
- At the request of the DfE, the inspection was carried out without notice.
- The inspector was asked to report against the requirements contained within Parts 1, 6 and 8 of the independent school standards.
- The inspector visited three classrooms and the library to observe learning and to look at pupils' work. He held discussions with the senior staff and scrutinised a wide range of documentation related to the independent school standards, including teaching plans and schemes of work. The inspector also reviewed key documents and policies, including those related to safeguarding and child protection.

## Inspection team

David Scott, lead inspector

Ofsted Inspector

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