

School inspection report

28 to 30 January 2025

Darul Uloom Islamic High School

521–527 Coventry Road

Small Heath

Birmingham

West Midlands

B10 0LL

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as ‘the Standards’.

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Summary of inspection findings

1. Governors scrutinise and monitor the school's practice and procedures effectively to assure themselves that the Standards are met. Leaders and managers have the required knowledge and skills and fulfil their responsibilities effectively to promote the wellbeing of pupils.
2. Leaders have an effective understanding of physical, welfare and safeguarding risks and respond to these diligently and effectively. Risk assessments are carried out systematically and are routinely monitored for their effectiveness.
3. The curriculum features aspects of an Islamic curriculum alongside a suitable range of other academic subjects. Teaching is well planned and informed by secure subject knowledge, detailed curriculum plans and an awareness of the needs of pupils. All pupils speak English as an additional language (EAL) and the teaching is suitably designed to provide for this. However, the aesthetic and creative area of the curriculum is less well embedded and consequently pupils' skills and understanding in this area are less well developed.
4. Teachers have a secure knowledge of the needs of pupils who have special educational needs and/or disabilities (SEND) and use this understanding to inform their teaching. Teachers liaise with parents and leaders with responsibility for SEND in order to provide effective support for these pupils. However, leaders' knowledge around how to identify pupils who have SEND is not as robust as it could be.
5. Teaching ensures that pupils make good progress, and pupils are informed about what they need to do to improve. In English, written feedback is thorough and detailed. However, the quality of feedback that teachers provide more generally is inconsistent.
6. A suitable range of activities is provided, and this is largely based around the house system, which pupils take pride in. This encourages participation and enthusiasm for success. The activities programme is thoughtfully designed to contribute to pupils' personal development.
7. Leaders promote the self-confidence and self-esteem of pupils. The school enables pupils to develop a spiritual and moral understanding and a wide knowledge of Islamic and other faiths. Pupils have an understanding of their faith through studying it as part of the curriculum and through frequent prayer sessions. Pupils readily apply this knowledge in their daily lives, for example in showing respect for others. Pupils are well supervised and demonstrate good behaviour.
8. The school has many productive links with the local community. This ensures that pupils are familiar with a wide range of positive role models and have a secure knowledge of key public services in the local community and more widely in Britain. Pupils are well placed to make informed decisions about their next steps.
9. All staff are appropriately trained in safeguarding and are aware of their responsibilities in this area. Leaders respond appropriately to any safeguarding issues that arise, liaising with parents and external agencies appropriately. Recruitment checks are carried out effectively. Pupils are taught how to stay safe, including when online. Appropriate arrangements are in place to monitor and filter use of the internet.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- develop a more coherent aesthetic and creative curriculum in order that pupils further develop their skills in these areas
- develop a more consistent approach to marking pupils' work in order to enhance pupils' understanding of what they need to do to improve
- strengthen professional knowledge of SEND in the school to develop the consistency with which pupils' needs are identified and met.

Section 1: Leadership and management, and governance

10. Leaders have the required knowledge and skills and fulfil their responsibilities effectively, including to actively promote the wellbeing of pupils. Through regular discussions with pupils and leaders, trustees assure themselves that the Standards are met. Trustees have a secure understanding of the Standards and provide appropriate challenge and support to leaders and check that the school's policies reflect the school's aims and are implemented effectively.
11. Leaders maintain close links with the local authority in order to ensure that safeguarding and attendance concerns are addressed appropriately. The school maintains effective links with other local faith-based communities, which promotes tolerance, respect and understanding.
12. Leaders successfully promote the ethos of the school through a curriculum that is broad and provides pupils with the knowledge, understanding and skills to prepare them to meet the demands of external examinations and their next steps in education. The school articulates its values so that they are readily understood by pupils. Pupils display behaviours that manifest these values.
13. Leaders have effected substantial change over time. The importance of safeguarding pupils' wellbeing is well understood throughout the school. Leaders have developed a house-based system that successfully promotes and develops pupils' self-confidence.
14. Leaders manage parental complaints appropriately and keep thorough records of these and any actions that they have taken in response. Complaints are dealt with within the timeframes stated in the school's policy.
15. Parents receive regular reports about their children's progress, attitudes and attainment. All other required information is provided on the school's website.
16. School leaders understand the importance of identifying and minimising risk and ensure that the school maintains an effective approach to risk management. Periodic checks of the school site at appropriate intervals identify risks of harm and appropriate action is taken to mitigate or eliminate them. Staff make effective use of risk assessments to identify potential hazards and put in place appropriate strategies to minimise or remove these. Leaders and staff consider potential risks carefully when planning school activities such as visits off-site. Risk assessments are reviewed regularly for their effectiveness and leaders have effective oversight of their suitability.
17. Leaders maintain and implement a suitable accessibility plan that identifies actions to improve the accessibility of the school site for pupils. For example, leaders have increased the provision of ramps on the school site. The school fulfils its duties under the Equality Act 2010.

The extent to which the school meets Standards relating to leadership and management, and governance

18. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

19. Leaders provide a broad curriculum which covers both national curriculum and Islamic subjects and is appropriate for the pupils of the school. All pupils study English and modern Arabic, in addition to ancient Arabic as part of their Islamic studies. The mathematics curriculum develops pupils' numeracy and enables their good progress. The science curriculum provides opportunities for pupils to develop their practical skills. Although there are opportunities in the curriculum for pupils to develop their aesthetic and creative understanding, notably by practising the call to prayer, studying graphic design as part of their information and communication technology (ICT) lessons, and producing videos, this area is less well embedded. Consequently, pupils' skills in this area are less well developed.
20. All pupils speak EAL. The school addresses this effectively through daily reading sessions. Teachers provide appropriate reminders of written grammar and punctuation. Leaders ensure that there is a school-wide approach to ensuring pupils confidently express themselves verbally. A small number of pupils receive further support, for example through breaking down questions into smaller parts.
21. Leaders systematically monitor pupils' performance. On entry to the school and at the beginning of each year, pupils' ability is assessed in relation to expectations in each subject. Achievement is assessed in each subject every half-term, and this is used to inform teachers, pupils and parents of the progress being made. Performance at GCSE shows that pupils make good progress.
22. Leaders closely monitor the effectiveness of teaching to ensure that it enables pupils to make good progress. Teaching is well planned and is supported by detailed schemes of work and secure subject knowledge. Teachers demonstrate knowledge of the prior attainment and learning needs of their pupils. They praise pupils for their efforts and achievements so that pupils remain self-motivated to learn. In English, written feedback is thorough and detailed. The quality of feedback in some other subjects is less consistent.
23. Teachers have a sufficient understanding of the needs of pupils who have SEND and meet their needs appropriately. Teachers help pupils with strategies to aid concentration and organisation. However, leaders' and teachers' knowledge and skills in terms of how to identify and meet the needs of pupils who have SEND could be further developed.
24. The school produces reports as required and holds parent conferences to ensure that parents are informed of their child's attainment, progress and attitudes.

Leaders provide a range of recreational activities for pupils. Sporting events, public-speaking competitions, residential trips and faith-based activities contribute to the programme. The house-based system encourages pupils' participation and their enthusiasm for success. These are thoughtfully planned in order to develop pupils' skills and self-confidence.

The extent to which the school meets Standards relating to the quality of education, training and recreation

25. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

26. Leaders provide pupils with the time and space for prayer and access to faith-based assemblies, in line with the school's Islamic ethos. There are regular discussions about the values of respect, tolerance and understanding. As a result, pupils have a well-developed spiritual understanding and moral code which is reflected in their discussions about and with others. The regular prayer sessions, and the understanding of Islam that the school promotes, develop pupils' self-understanding.
27. Leaders ensure that there is a suitable, wide-ranging personal, social, health and economic (PSHE) education programme, which includes effective provision for relationships and sex education (RSE). Pupils are well informed of risks associated with pornography, forced marriage and female genital mutilation. Pupils have an understanding of sexual orientations and contraception. Pupils understand the importance of respect for other people, including those of different faiths, sexes and sexual orientations.
28. The school has a varied physical activity programme, including, for example, the development of basketball skills in physical education (PE). At breaktimes, table tennis is popular. The pupils benefit from house and school competitions, and school leaders have further developed the facilities available to the pupils. House captains are given responsibility for running house events and the organisation of prayers, and this helps to develop self-confidence and self-esteem.
29. Leaders use praise and reward to ensure that positive behaviour is actively promoted. Leaders listen to the pupil council to ensure rewards are effective and appropriate. Trends in behaviour are tracked and leaders speak confidently about how they manage isolated incidents of poor behaviour and what they do to encourage a culture of respect and good behaviour. The behaviour policy is well understood by staff and pupils, and this ensures that behaviour is appropriate.
30. Leaders ensure there are robust anti-bullying practices in place. Bullying logs show that concerns raised are recorded and investigated, with outcomes such as conflict resolution meetings and pupils placed on report where necessary.
31. Leaders carry out regular checks of all areas of the school in order to identify and manage the risk of harm to pupils' physical wellbeing. The buildings are well maintained, and relevant regulations are adhered to. Appropriate measures are in place to guard against the risk of harm due to fire.
32. Staff supervision is both effective and visible throughout the school day, particularly at breaktime. Pupils always have a member of staff near at hand to resolve any issues, and as a result they feel safe at school.
33. The attendance and admission registers are suitably maintained and stored. Any absence and trends in attendance are identified and acted upon appropriately by staff in line with school policy. This ensures that the risks to children missing education are minimised. Any patterns of absence are monitored, and the local authority is notified appropriately of any concerns. The local authority is informed of any pupil leaving or joining the school at non-standard transition points.
34. Leaders ensure that first aid provision is effective, with appropriate accommodation for treatment and short-term medical care for pupils. There are comprehensive accident records, which are logged

centrally with relevant action points. Pupils' medications are stored centrally in a locked cabinet. Staff have up-to-date first aid training. Pupils undertake basic first aid training.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

35. All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

36. Leaders ensure that British values are actively promoted across the curriculum, particularly in PSHE. Leaders also ensure that Islamic faith principles combine with British values to prepare pupils for life as citizens in British society.
37. The school promotes mutual respect through the PSHE programme so that pupils are aware of the importance of respecting other people. Pupils understand the need for respect for people of different sexes and sexualities. Pupils are encouraged to relate to the local community, and pupils have visited local Christian, Sikh and Hindu places of worship to develop their understanding of other faiths.
38. Leaders ensure that pupils' economic understanding is developed through the PSHE programme. Pupils learn about personal finance, tax and ethical wealth generation. Consequently, pupils are well informed and prepared well for their financial responsibilities.
39. The house system is valued by pupils and provides an appropriate programme of activities to promote their social development. The rewards system promotes positive behaviour and pupils take pride in contributing to the success of their house.
40. Leaders ensure that pupils are well prepared for their future careers and next steps in education. The school adheres to national benchmarks to ensure that pupils receive useful, impartial guidance. Careers meetings take place with teachers to ensure that careers education is integrated within the curriculum. Careers questionnaires are given to pupils in all year groups and responses are used to inform the careers programme. Careers guidance is introduced from Year 7, with an increased focus on work experience for all Year 10 pupils. Teachers provide Year 11 pupils with advice on college applications, interviews, open days and conferences. The school organises an annual careers fair for pupils, and parents are informed about careers guidance through newsletters and parent conferences.
41. Leaders ensure that pupils have a secure understanding of British institutions. For example, pupils have visited magistrates and the Crown Court to increase their respect for the legal system. Pupils collect for those less fortunate than themselves, for example for local foodbanks and a local homeless charity, as well as international charities. Consequently, pupils begin to have a sense of the value of making a positive contribution to society in their future lives.
42. Leaders use assemblies, visiting speakers, external visits and PSHE lessons to ensure that pupils have respect for law, democracy and other cultures. Leaders invite speakers with opposing viewpoints to discuss current issues to ensure that pupils receive a balanced perspective on political matters.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

43. All the relevant Standards are met.

Safeguarding

44. Leaders ensure that effective safeguarding arrangements are implemented across the school. The safeguarding policy and procedures are in line with current statutory guidance. Leaders with designated safeguarding responsibilities respond effectively when any safeguarding concerns arise, including by consulting with appropriate external agencies and acting on advice received. They refer concerns to relevant safeguarding partners when required and transfer any safeguarding files to pupils' destination schools appropriately.
45. The proprietor maintains effective oversight of safeguarding. The trustee with specific responsibility for safeguarding carefully monitors safeguarding practice at the school through regular discussions and an annual review. All trustees undertake training in safeguarding.
46. Leaders ensure that all appropriate safer recruitment checks on adults who work with pupils are made before they commence working at the school. These checks are accurately recorded in a suitable single central record (SCR) of appointments. Staff files are maintained in line with the requirements of current statutory guidance.
47. Safeguarding training for staff, including for the safeguarding team, is thorough, regular and in line with local requirements. Staff are trained about the risks of radicalisation and extremism and about their responsibilities under the 'Prevent' duty. Leaders provide safeguarding updates and scenario-based training for all staff, followed by school-generated quizzes to review understanding. Staff understand their safeguarding responsibilities and know how to escalate concerns when required. A suitable induction process is in place to ensure that new staff understand their safeguarding responsibilities.
48. Leaders provide a number of ways for individual pupils to voice any worries. Pupils feel safe in their school and know who they can go to should they wish to share any concerns.
49. Suitable arrangements for the handling of low-level concerns or allegations against staff or senior leaders are in place. These are well understood by staff.
50. Pupils are taught how to keep themselves safe, including when online. Leaders ensure that suitable internet filtering and monitoring procedures are in place and alerts are immediately reviewed by members of the safeguarding team, who take action as required. These arrangements are routinely checked for their effectiveness.

The extent to which the school meets Standards relating to safeguarding

51. All the relevant Standards are met.

School details

School	Darul Uloom Islamic High School
Department for Education number	330/6078
Registered charity number	1000355
Address	Darul Uloom Islamic High School 521–527 Coventry Road Small Heath Birmingham West Midlands B10 0LL
Phone number	0121 688 6507
Email address	contact@darululoom.org.uk
Website	www.darululoom.org.uk
Proprietor	Jami Mosque and Islamic Centre
Headteacher	Mr Azharul Islam
Age range	11 to 16
Number of pupils	143
Date of previous inspection	9 December 2022

Information about the school

52. Darul Uloom Islamic High School is an independent day school. It is registered as a single-sex school for male pupils. The school is managed by the adjacent Jami Mosque and Islamic Centre. Members of the mosque act as trustees and provide governance, supported by a number of advisors from the local community.
53. The school has identified three pupils as having special educational needs and/or disabilities (SEND). No pupil in the school has an education, health and care (EHC) plan.
54. The school identifies English as an additional language (EAL) for all pupils.
55. The school states its aims are to inspire respectful, law-abiding, tolerant British Muslims versed in Islamic knowledge, to be models for their respective communities. It seeks to inspire pupils to excel academically in an atmosphere of respect, tolerance, understanding and solidarity, where they put Allah and His Messenger (peace be upon him) at the heart of everything they do.

Inspection details

Inspection dates

28 to 30 January 2025

56. A team of three inspectors visited the school for two and a half days.

57. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods, an assembly and a prayer session
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair of trustees
- discussions with the headteacher, school leaders and other members of staff
- discussions with pupils
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

58. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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