



Darul Uloom Al Arabiya Al Islamiya School

CONTENTS

[Introduction and summary](#)

[Purpose and scope of the inspection](#)

[Information about the school](#)

[Summary of main findings](#)

[What the school does well](#)

[What the school must do in order to comply with the regulations](#)

[What the school must do to comply with the Disability Discrimination Act \(DDA\) 2002](#)

[Next steps](#)

[Compliance with the regulations for registration](#)

[1. The quality of education provided by the school](#)

[The quality of the curriculum](#)

[The quality of the teaching and assessment](#)

[Does the school meet the requirements for registration?](#)

[The school meets all but one of the requirements.](#)

[What does the school need to do to comply with the regulations?](#)

[2. The spiritual, moral, social and cultural development of pupils](#)

[Does the school meet the requirements for registration?](#)

[3. The welfare, health and safety of the pupils](#)

[Does the school meet the requirements for registration?](#)

[What does the school need to do to comply with the regulations?](#)

[What does the school need to do to comply with the DDA?](#)

[4. The suitability of the proprietor and staff](#)

[Does the school meet the requirements for registration?](#)

[5. The suitability of the premises and accommodation](#)

[Does the school meet the requirements for registration?](#)

[6. The quality of information for parents and other partners](#)

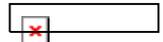
[Does the school meet the requirements for registration?](#)

[7. The effectiveness of the school's procedures for handling complaints](#)

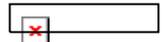
[Does the school meet the requirements for registration?](#)

[School details](#)

Introduction and summary

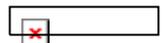


Purpose and scope of the inspection



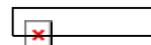
This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

Information about the school



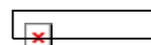
Darul Uloom Al Arabiya Al Islamiya is an independent educational institute for boys. It combines a college of higher Islamic education and a secondary school with boarding. It offers both secondary and further education, as well as advanced Islamic education and caters for the 12 to 23 age group. It aims to provide an Islamic educational setting conducive to students' learning and their moral welfare. The college also aims to give its students a sense of citizenship and a concern for human welfare, and it values multi-culturalism within society. The school timetable provides subjects reflecting Islamic and secular education at Key Stages 3 and 4. Students study General Certificate of Secondary Education (GCSE) and General Certificate of Education examinations at Advanced level (A levels).

Summary of main findings



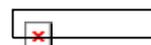
This is a good and still improving school. The school curriculum enables the students to receive a balanced education with ample opportunities to apply intellectual, physical and creative efforts. The lessons are often good and teachers demonstrate appropriate knowledge and understanding of their subject matter and enjoy an excellent relationship with the students. A good variety of teaching methods is used. The school ensures good spiritual, moral, social and cultural development for its students. It promotes their welfare, health and safety very effectively. The premises enable the school to match its aims; they are very suitable for a boarding school and accommodation is of good quality to support students' learning.

What the school does well



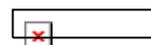
- it school produces well-educated and socially accomplished young men;
- its curriculum is broad, balanced and mostly of good quality;
- its quality of teaching is at least satisfactory and is often good;
- its provision for students' spiritual, moral, social and cultural development is good;
- it promotes the welfare, health and safety of the students very well; and
- its premises and accommodation provide an effective environment for students' learning and personal development.

What the school must do in order to comply with the regulations



- put in place a framework to assess students' work regularly and thoroughly and use such information to plan teaching so that they can make progress; and
- prepare and implement written policies to safeguard and promote the welfare of all students in compliance with Department for Education and Skills (DfES) guidance: 'Safeguarding Children in Education'.

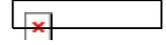
What the school must do to comply with the Disability Discrimination Act (DDA) 2002



In order to comply with the requirements of the DDA, the school should:

- devise a three-year plan to improve the accessibility of the premises.

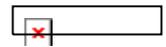
Next steps



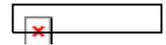
Whilst not required by the regulations, the school might wish to consider the following points for development:

- extend the human and social component of the curriculum to include a planned programme of geography and history at both Key Stages 3 and 4, and citizenship for pupils in Key Stage 4.

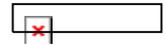
Compliance with the regulations for registration



1. The quality of education provided by the school



The quality of the curriculum



The school curriculum is broad, balanced and is mostly of good quality. The students receive a balanced education with ample opportunities to apply intellectual, physical and creative efforts. It is divided into two separate areas of study: Islamic Studies¹ in the morning and secular subjects in the afternoon. Secular subjects include English, mathematics, science, religious education (RE), Islam, information and communication technology (ICT), Urdu, citizenship and physical education (PE). History is not formally timetabled, but aspects are included in the Islamic Studies courses and in RE, with reference to Islamic history, in particular. There are few opportunities for the study of geography. GCSE subjects taken in Year 11 include English, mathematics, science, ICT, Urdu and Religious Studies (Islam). Post-16 students study GCSE Arabic. Their A-level subjects are ICT, Urdu and Arabic. Post-16 students also have the opportunity to attend a local further education college to study subjects not covered by the school curriculum, such as business studies.

Good schemes of work are available for all areas of the secular curriculum with ICT, in particular, being of excellent quality. The Islamic Studies curriculum has a clearly defined structure of continuity and progression in what students are to study.

The content of the curriculum is appropriate for the ages and aptitudes of students. The Islamic Studies curriculum reflects closely the religious context of the school. There are no planned links between subjects across the curriculum, but teachers make connections, including between the Islamic curriculum and the secular curriculum. For example, the ICT department actively encourages students to use computing facilities to assist their work in other subjects.

Schemes of work across the secular curriculum show awareness of the need for progression in students' learning and courses are structured to ensure that they have clear continuity in their studies from year to year. As a result, students make good progress.

¹ Islamic Education

The school prospectus provides details as set out below of the three main Islamic subjects:

`Tajweed is the art of reciting the holy Qur'an in accordance with the established rules of pronunciation and intonation. The length of the course is three months...

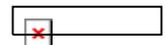
`Hifz (Memorisation of the Holy Qur'an). The length of this course depends on the child's ability to learn and remember. On average it takes about three years to complete...

`Islamic Theology and Arabic Language. This course takes six years to complete. Islamic Theology includes Arabic etymology and grammar, Arabic language, Tafseer (commentary of the Holy Qur'an), Hadith (Traditions of the beloved prophet Muhammad, peace be upon him) and Fiqh (Islamic Jurisprudence).'

Personal and social education is provided in a number of subjects across the curriculum, explicitly in citizenship, but also in English and RE. Health education is not formally taught, but is covered by reference to religious texts used in the Islamic Studies curriculum. Additionally, the general ethos of the school informally provides support for students' personal, social and health education and encourages them to be good citizens. Students are prepared for adult life in citizenship lessons, ICT and English. Co-operation between students is encouraged in a range of subjects, including PE.

Careers guidance is limited; it is not timetabled, but students have opportunities to meet with a member of staff of the Connexion service who visits the school to see Year 11 students. The school is working towards a more formal arrangement. Former students come to the school to talk about their employment since leaving, which is appreciated by current students. A number of leavers have moved onto university courses, including teaching, optometrics, science and law.

The quality of the teaching and assessment



The quality of teaching is at least satisfactory and is often good. It is good in ICT, science and citizenship. Teachers demonstrate appropriate knowledge and understanding of their subject matter and enjoy an excellent relationship with the students. A good variety of teaching methods is used, including exposition, paired work and some group work in science and investigation in science and mathematics. Work in science, for example, often drew attention to literacy and the meanings of words. In one chemistry lesson about endothermic and exothermic reactions, the meanings of prefixes such as "ex-" or "endo-" were explored; pupils were encouraged to explain where they had encountered them in other contexts. Students enjoyed exercising their powers of logical reasoning when proving theorems in mathematics. Well conducted scientific demonstrations helped students to learn. The students respond well to every opportunity to take part in discussions. They are clearly eager to learn, they listen attentively and behaviour is excellent at all times.

Teaching is well planned, with detailed lesson plans using a common pro-forma. Examples of lesson planning in English are particularly impressive and provide a helpful model for others to adopt. Lesson planning in the Islamic Studies curriculum does not provide similar documentation, although teachers and students are clearly aware of their expected progression through each subject area.

There is no written document outlining the school's policy on assessment, although teachers show a good understanding of the aptitudes, needs and prior attainment of students. The planning and teaching include some differentiation by task but result in limited difference in achievement. A number of tests were seen in pupils' workbooks and folders, and assessment in class was well

carried out, often with some searching questions. While in mathematics, the teacher used questions to ascertain the level of pupils' understanding of the topic under study and adjusted his teaching accordingly, there was no sign that in the longer term, the assessment of pupils' work resulted in any curricular changes to help them to learn.

Teaching in the Islamic Studies curriculum follows a traditional form of several mixed age groups studying a single text. Students sit on the floor around their teacher in the large prayer hall. The secular teaching takes place in classrooms with students grouped according to age, but often seated in rows on the floor. Although most students are comfortable with the traditional class furniture, some find it difficult to write neatly within these arrangements. This contributes to some cases where the presentation of students' work is less than satisfactory. However, there is some good creative work in calligraphy classes where students learn the art of Arabic script and Islamic design.

Many of the students are acquiring English as an additional language, albeit at a relatively advanced level. The additional needs of such students in learning and using the language are not always sufficiently taken account of in some lessons, for example by the provision of bilingual support.

Does the school meet the requirements for registration?

The school meets all but one of the requirements.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- put in place a framework to assess students' work regularly and thoroughly and use such information to plan teaching so that they can make progress.

2. The spiritual, moral, social and cultural development of pupils



The school's provision for the students' spiritual, moral, social and cultural development is good.

The school places great emphasis on the spiritual development of the students. The five daily prayers are an integral part of the school day and there is a morning assembly where short speeches of a religious or spiritual nature are delivered. The homework time gives the students opportunities to reflect on what they have learnt.

A prefect system encourages senior students to take greater responsibility in school. This is augmented by a system of pastoral support and guidance (Naseehat) whereby the senior students support their younger colleagues. A well-established behaviour policy is in place and the behaviour is excellent throughout the school.

Within the Islamic Studies curriculum there is a strong focus on manners (adab) and morals (akhlaaq), and the students are encouraged to respect both the Islamic regulations and the wider British law. The curriculum enables them to distinguish right from wrong.

The school is beginning to provide opportunities for students to participate in community life, both within the school and within the local non-Muslim community. The school has hosted two open days which have given the students the chance to make presentations to and converse with guests. It has also developed an agreement with a local secondary school to use its science and PE facilities.

This gives further opportunities for interaction outside the school.

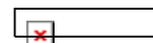
In citizenship, students study some of the public institutions and services in England. They are encouraged to read daily newspapers kept in the library and to listen to the news on the radio. Great importance is placed on the development of the skills of public speaking. This helps to instil a high level of self-confidence and self-esteem in the students.

The school places much emphasis on inter-faith dialogue. Several of its graduates are active in this field nationally. Additional opportunities are taken from within the Islamic Studies curriculum and the GCSE religious studies syllabus to promote the importance of tolerance and harmony between different cultural traditions within Islam.

Does the school meet the requirements for registration?

Yes.

3. The welfare, health and safety of the pupils



The school promotes the welfare, health and safety of the students very well. There are clear policies for child protection, bullying, health and safety and out of school visits, which are included in the comprehensive staff handbook. Every member of staff has attended a course on child protection provided by the local social services department. There is a designated member of staff for child protection, who is also responsible for dealing with student complaints. The school has a comprehensive anti-bullying policy which identifies the measures that the school will take to prevent it. Students are aware of the nature and consequences of bullying and how to report it to boarding supervisors, prefects or staff members; they report that the system is effective. Just before this inspection, new regulations were brought in. While the school met the regulations in force at the time that the headteacher completed his self evaluation, the school will need to review their policies to check that they conform with the newly published DfES guidance: 'Safeguarding Children in Education'.

There is detailed guidance concerning behaviour, discipline and sanctions, outlined in the staff handbook, including details of which sanctions are permitted and which are prohibited. There is a written record of sanctions, which is completed by the relevant teacher and kept in the staff room for ease of access.

There is a high level of fire safety. There is a good risk assessment and staff are issued with guidance about crisis management, which includes details of what is expected of staff and students if a fire should occur. Regular fire practices are recorded, with the time of the practice now being logged, in accordance with the suggestion from the previous report. Fire extinguishers are regularly inspected. The school has a good First Aid policy with trained First Aiders whose names are listed on noticeboards around the school.

The admission and attendance registers are maintained in accordance with regulations. Students are supervised appropriately throughout the school.

The school complies with the National Minimum Standards for Boarding Schools.

Does the school meet the requirements for registration?

The school meets all but one of the requirements.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

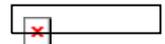
- prepare and implement written policies to safeguard and promote the welfare of students in compliance with DfES guidance: 'Safeguarding Children in Education' (paragraph 3(2)(b)).

What does the school need to do to comply with the DDA?

In order to comply with the requirements of the DDA the school should:

- devise a three-year plan to improve the accessibility of the premises.

4. The suitability of the proprietor and staff

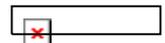


All staff and other adults in contact with students have been subject to satisfactory clearance by the Criminal Records Bureau at appropriate levels, and to checks against List 99. The school mostly employs people who are its own graduates, but where appropriate references are taken up fully and recorded in writing.

Does the school meet the requirements for registration?

Yes.

5. The suitability of the premises and accommodation



The school premises are very suitable for a boarding school and the accommodation is of a good quality. The premises are appropriate to support the school's stated educational aims. For example, one of the two prayer halls is particularly attractive and has a calm atmosphere which greatly enhances prayer and meditation. The grounds provide some separation, whilst near enough to the community to prevent isolation.

Classrooms are of appropriate size for effective teaching. Where they are provided, desks and chairs are appropriate, as in ICT, English and science. The laboratory space in the science room is limited, and safe access to work stations would become problematic should student numbers increase. Classroom displays are variable with examples of good practice in science, ICT and citizenship and one mathematics room. There is a suitable sick room for students who are ill, which has a separate bed and a screen for changing, and provision of a separate toilet with disability supports.

The food preparation areas are clean and have passed a recent inspection by the local environmental health service.

All classrooms and other areas are kept clean, tidy and hygienic. Older students are employed for one or two hours to clean areas of the school. Students are expected to keep their own boarding accommodation areas clean and tidy. Washing areas, including those for conducting ritual ablutions

(wadu), showers and toilets, are all clean and in working order.

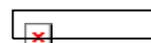
Decoration is generally in good condition and is well maintained. The age and nature of this listed building necessitates continuous upkeep and decoration. The boarding accommodation was last inspected by Bury Social Services Department in 2001 and the school has implemented a well-managed system of maintenance and redecoration since then.

There are adequate arrangements for outside play for students with two volleyball areas, tennis courts and a grass football pitch.

Does the school meet the requirements for registration?

Yes.

6. The quality of information for parents and other partners

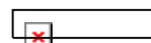


The school provides a satisfactory range of information for parents and others. It publishes a prospectus in which the name and address of the headteacher and chair of the board of trustees are printed, and in which the ethos and aims of the school are outlined. A comprehensive staff handbook is in use and contains all the required information on policy and procedures. This handbook is available to parents and others to view on request. The school provides helpful annual reports of the progress and attainment of each student to their parents. Separate reports are published for the Islamic and the secular curricula. Particulars of academic performance during the preceding year, including GCSE results, are made available to parents and to others on request.

Does the school meet the requirements for registration?

Yes.

7. The effectiveness of the school's procedures for handling complaints

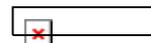


The school's complaints procedure is set out in the prospectus for the benefit of students, and for parents and others. In the parental questionnaire completed prior to the inspection only two per cent of parents said that they did not understand the school's system for handling complaints. The procedure document includes details of welfare and personal support for boarders, and gives the address of the local Commission for Social Care Inspectorate. All students, when they were asked, said that they knew that there was someone they could turn to at times of trouble. The school has a system ready to record any complaints, but has received no formal complaints in the last year. Copies of the complaints procedure are available for prospective parents, and are referred to on the school's application forms.

Does the school meet the requirements for registration?

Yes.

School details



Name of school:	Darul Uloom Al Arabiya Islamiya School		
DfES ref number:	351/6007		
Type of school:	Muslim		
Status:	Independent		
Age range of pupils:	12 - 23 years		
Gender of pupils:	Boys		
Number on roll (full-time pupils):	Boys 360,	Girls ,	Total 360
Number of boarders:	Boys 300,	Girls ,	Total 300
Number of pupils with a statement of special educational need:	Boys 0,	Girls ,	Total 0
Annual fees (day pupils):	Nil		
Annual fees (boarders):	Flexible £1300		
Address of school:	Darul Uloom Al Arabiya Al Islamiya Holcombe Hall Holcombe Near Bury Greater Manchester BL8 4NG		
E-mail address:	admin@darul-uloom.org		
Telephone number:	01706 826106		
Fax number:	01706 827907		
Headteacher:	Mr A R Limbada		
Proprietor:	Board of Trustees, Darul Uloom		
Chair of the governing body:	Mr Ismail Amla		
Lead Inspector:	Mr Neville Grenyer HMI		
Dates of inspection:	6 - 9 December 2004		

© CROWN COPYRIGHT 2005. This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Inspection reports are available on the Ofsted website (www.ofsted.gov.uk).

