

Darul Ummah Saturday School

56 Bigland Street, London, E1 2ND



Information about this inspection

- This was an announced inspection.
- Inspectors observed 8 lessons and looked at pupils' homework dairies and workbooks.
- Inspectors scrutinised a range of documents, including school polices, safeguarding information including checks made when appointing members of staff and assessment information about students' progress.
- Inspectors also looked at statistical figures for students/staff attendance and punctuality.
- Meetings were held with the teaching staff, the person in charge of admin & finance and the chair of DUSS Management Committee.
- Inspectors considered responses from student/parent survey that took place in July 2014.

Inspection dates:	7 th February to 7 th March 2015
Inspectors:	Golam Qadir Chowdhury & Md Aksar Hossain
Status of inspection:	Internal
Overall effectiveness:	Good (2)
Leadership and management:	Good (2)
Behaviour and safety of pupils/staff:	Good (2)
Administration, publicity and finance:	Good (2)
Quality of teaching and learning:	Good (2)

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped with necessary Islamic knowledge to practice their religion and ready for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared with appropriate Islamic knowledge to practice their religion and ready for the next stage of their education, training or employment.
Grade 3	Satisfactory	A school that is graded as 'Satisfactory' is not yet a good school, but it is not inadequate. This school needs to devise an action plan for improvement and will be inspected within a year of this inspection.
Grade 4	Inadequate	A school that has serious weaknesses is inadequate overall and requires significant improvement, but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by the School Management Committee.

A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education, also the school's leaders or management committee members have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by the organisation 'Dawatul Islam UK & Eire'.

Information about this school

- Darul Ummah Saturday School (DUSS) is a supplementary Islamic School established in January 2010.
- The school aims to educate the next generation in the light of Islam in a fun and interactive environment.
- The school started with only one class of 10 students and now it has expanded to 8 classes consisting of more than 140 students aged between 6 and 14, both boys and girls.
- Boys and girls over the age of 12 are taught by male and female teachers respectively.
- English is an additional language to the majority of the pupils.

School details

Type of school:	Supplementary Islamic School
School hours:	10am to 2pm every Saturday
Age range of pupils:	5 to 14 years old
Gender of pupils:	Mixed
Number of pupils on the school register:	147
Proprietor:	Dawatul Islam UK & Eire
Chair:	Golam Qadir Chowdhury (Shamim)
Head teacher:	Mohammed Aksar Hossain
Annual fee:	£300 + £30 (admission fee for new student)
Telephone number:	020 7790 2005
Mobile number:	075 8591 4235
Email address:	duss@gmail.com

Summary of key findings

The leadership and management: are good (2)

- DUSS Management Committee members met on a number of occasions to discuss various aspects of school life. These meetings are very effective in terms of improving provision for all pupils and monitoring performance of individual staff. The meeting minutes have been recorded on the school computer.
- The school committee chair is fully aware of school's strengths and weaknesses and is working closely with the head teacher to implement the planned activities such as finding a new office and replacing the current photocopier.
- At the time of recruiting staff, necessary checks have been made to ensure safety of all students.
- The chair of the Management Committee is fully aware of procedures that have been put in place to assess student's progress.
- The school leaders provide a good range of opportunities for students to study and practice their religion. Moreover, they provide a balanced curriculum for older students by allocating sufficient time for personal, social, and health education (PSHE) through workshops and assemblies.
- Members of the Management Committee come from a range of professional backgrounds. They are committed to meeting the religious needs of students and recognise the improvements needed to ensure that students are fully prepared for life in modern Britain.
- The school organises two training sessions every year to improve professional development of staff, hence improving the quality of teaching and learning. These training sessions have been very beneficial in terms of sharing good practices and allowing staff to improve their leadership skills by doing various activities within the training sessions.
- The school is committed in incorporating Arabic language into 2015/16 syllabus. This is to accommodate the request of parents and carers.
- The school has planned many activities to improve pupils' social, moral, spiritual and cultural development through sports, trips and healthy competitions (Talent Contest).
- Students at DUSS raised money for 'Dawatul Islam UK & Eire' during the month of Ramadan in 2014.

- The school communicates well with parents/carers and attendance at 'Parents Meeting' is very high. Parents and carers are generally committed, interested and supportive of the school's goals. The vast majority would recommend the school to another parent or carer and believe that the school is led and managed well (Survey, 2014).

The leadership and management: what does the school need to do to improve further?

- DUSS Management Committee Meetings need to be calendared and must take place at least once every term.
- The committee must ensure that all the members are present in meetings and not just the chairman and the secretary.
- The committee must elect a parent representative as soon as possible. This is to understand the needs of parents and the concerns they may have.
- Procedures need to be in place for tracking staff performance as lesson observations are insufficient.
- The committee must ensure that an office is allocated for DUSS and the photocopy machine is replaced as soon as possible.

Behaviour and safety of pupils/staff: are good (2)

- Student's behaviour in lessons and around the school is consistently good.
- Students are generally pleasant and polite to each other and the people around them. Their self-discipline and respect towards staff and each other contribute towards a positive atmosphere in and around school. They conduct themselves sensibly when travelling to the nearby play areas during play time. The school is a happy place where students get on well with each other (Survey, 2014). The students move up and down in an orderly manner when using the staircases.
- Attitudes to learning in class are usually positive. Students cooperate well and are mutually supportive of each other. Behaviour is not yet outstanding because in some lessons, students are less enthusiastic in their learning.
- The attendance overall is good. However, the punctuality is sometimes a concern and the admin officer along with a volunteer is contacting families regularly sharing this concern and encouraging them to improve on this.
- Students have good understanding of different types of bullying, including prejudice and cyber bullying. However, students need to be aware of how to remain safe when using the internet.
- The school's work to keep students safe and secure is good. Parents and carers confirm this and the students say that they feel safe. They also say the school ensures that students are well behaved and the school deals effectively with bullying (Survey, 2014). Instances of bullying and racist incidents are infrequent.
- The school building is in a good condition. However, more repairs and refurbishment are required throughout the building such as securing all wires tidily, replacing and repairing broken windows, changing curtains in classrooms, checking electrical equipment (e.g. computers) and improving general tidiness.

Behaviour and safety of pupils/staff: what does the school need to do to improve further?

- Organise a training session for staff to make them aware of the new safeguarding policy.
- Keep the classrooms, corridors and staircases clean and tidy at all times.
- Ensure that the necessary electrical equipment is working during school hours which includes classroom projector, computer and access to internet. Although there is a procedure for reporting ICT faults, the responses need to be more quick and efficient.
- The staff need to be more vigilant and alert at all times; especially when students are in the playground.

Administration, publicity and finance: are good (2)

- The students' data is fully secure and up to date in the school database.
- The paper copy of the students' application form is stored in a secure file in the order of ID number.
- The staff data is filed securely in the office. However, some data need to be updated. For example, DBS check form of the new volunteers must be placed in the file as soon as they arrive. Also the school need to create a database to save staff data electronically.
- Both the paper copy and the electronic copy of the staff monthly meetings and trainings have been placed in the relevant file in the office and on the school computer respectively. Similarly, DUSS Management Committee meeting minutes have been saved securely.
- The admin officer is a qualified first aider; but a second person is required to deal with situations in his absence.
- Despite the fact that there is not enough space to store all necessary resources and equipment in the office, the school must ensure that the office area is neat and tidy at all times.
- The summary of finance report was presented and it is accurate.
- Information about the school is updated on Facebook regularly; however, the school need to update its website page more often.
- The staff have been effectively using the google shared drive to share resources on a regular basis. This is one of the strengths of the school.
- The school library has hundreds of books and students usually borrow books on a weekly basis. This is clearly a very good initiative taken by the school since this helps students to improve their literacy skills and gain new Islamic knowledge. Both the students and the parents are very appreciative of this (Survey, 2014).
- The school has an efficient way of recording student and staff lateness.
- The record of all the different types of resources used by the class teachers have been identified and recorded on the school computer. However, other types of resources/equipment such as sports equipment and school bag need to be recorded on the school computer as well.

Administration, publicity and finance: what does the school need to do to improve further?

- Create a database to save staff data electronically.
- A second first aider is required.
- The school must ensure that the office area is tidy at all times.
- The student/staff data must be updated every term. Also the finance report must be presented at the end of each term.
- The school need to update its website page more often.
- The record of all the resources and equipment used in the school, including sports equipment, need to be prepared as soon as possible.

The quality of teaching and learning: are good (2)

- Good teaching helps students to achieve well in most subjects.
- Teachers have high expectations for their students and there is a positive climate that encourages good learning in the school. Most teachers provide a variety of interesting activities carefully sequenced to enable the students to learn what was intended and make at least good progress.
- Most teaching involves ensuring that students gain new knowledge and skills by being busy and active in lessons, finding things out for themselves or talking about their work with their classmates.
- Very effective learning was observed in lessons where the teacher prepared practical tasks for students. For example, in class 6A, the teacher prepared true/false statements about Tajweed rules, asking students to stand on the right hand side of the classroom if they thought the statement was true and vice versa. In class 4, the teacher gave every student a number and asked them to stand at the back of the class and answer questions based on their number. In class 5, the teacher introduced the dua for Janaza prayer. After discussing the key words and Islamic rulings regarding Janaza prayer, the teacher demonstrated Janaza prayer from the board and then asked students to repeat.
- Teachers used many formative assessment techniques to enhance learning. The use of mini-white board was very effective in terms of engaging students in their learning and assessing their understanding before moving on to the next stage. This was observed in: class R, where the teacher wrote the Arabic alphabets on the board and asked students to copy any five letters on their mini-white board. Then the teacher called out a letter and asked students to circle it if they have the same letter on their mini-white board. The teacher then repeated the steps, in other words played a game similar to BINGO with students. In class 4, the teacher narrated the life of Abu Bakr (R) and asked students to write down good characteristics of Abu Bakr (R) on their mini-white board.
- Most teachers use PowerPoint Presentations to deliver their lessons. For example, the class 2 teacher prepared a presentation on key angels in Islam with their relevant responsibilities. The teacher presented the description or responsibilities of angels on the board and asked students to name the angel based on the description. Similarly in Class 1, the teacher narrated the story of Adam (A) using PowerPoint slides which included pictures to support the text. Later, the task for students was to re-tell the story using those pictures only.

- When teaching Qur'an and Tajweed, most teachers addressed pupils' misconceptions in pronunciation of Arabic letters (Makharij) and they often simplified tasks for students by splitting the longer sentences into smaller parts. Example of this was seen in:
 Class 3, where the class teacher divided the students into 3 groups; each group had a different objective. The class teacher helped the larger group, where the students needed help with Makharij. The teaching assistant was assisting the other two groups.
 Class 6B, where the teacher introduced the rules of Ikhfa. Students had to work as a group to find examples of Ikhfa from the Qur'an and write them on sugar paper and then explain their finding in front of the class. While they were presenting the teacher corrected their Makharij.
- Teachers have high expectations. Students are appreciative of the way in which they are encouraged, supported and challenged to achieve their best in most lessons. However, the most able students do not perform as well as expected in all subjects, especially in memorisation, because teaching does not always challenge them enough.
- Teaching assistants and volunteers are used effectively to support students' learning. Students those who are off-track feel that they are supported well in their learning. Teachers act on the individualised plans to provide the appropriate support to help students make good progress.
- Teachers' marking and feedback to students, although very effective in some classes, lack consistency across the school.
- Teachers are very conscientious and highly committed. They create good relationships in lessons throughout the school, so that the vast majority of students enjoy and take an active part in learning.

The quality of teaching and learning: what does the school need to do to improve further?

- Teachers need to differentiate resources to meet the needs of all learners. Some teachers need to prepare enough tasks for students in order to engage and challenge them.
- Teachers need to develop questionings skills to challenge more able learners.
- The school need to devise a marking policy to ensure that marking is consistent across the school.
- Teachers need to develop strategies to implement pupil led plenary.
- Teachers need to use more interactive resources to help kinaesthetic learners.
- Pupils should be given a chance to work in pairs or groups to allow them to learn from each other and to improve their communication and leadership skills.