

School inspection report

14 to 16 April 2026

Eternal Light School

Christopher Street
Off Little Horton Lane
Bradford
BD5 9DH

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. The purposeful design and implementation of a dual curriculum, comprising the secular and Islamic studies curriculum, underpins a coherent, well-structured programme and learning environment. This approach supports pupils' effective academic and personal development. It contributes well to their positive attitudes, respectful conduct and engagement in school life.
2. Leaders maintain a reflective and responsive approach to school improvement. They use ongoing self-evaluation, informed by a range of evidence, to adapt provision and to respond to pupils' needs. As a result, the school's offer supports pupils' progress and development effectively.
3. Leaders and teachers make effective use of assessment. This informs teaching and supports pupils' next steps. Baseline assessments identify pupils' starting points when they join the school. Ongoing assessment and questioning check understanding. A clear target-setting system helps pupils to understand their progress and next steps. Pupils can explain how to improve their work. They take increasing responsibility for their learning and make good progress.
4. Pupils develop secure linguistic skills through the consistent focus on language development across subjects. Teaching provides regular opportunities for discussion, presentation and recitation in multiple languages. Structured support, including modelling and feedback, develops pupils' fluency and accuracy. Pupils communicate confidently. As a result, they listen attentively and adapt their language appropriately in different contexts.
5. Leaders and teachers create a supportive, orderly environment. Expectations and routines are clear and consistently applied. Positive relationships between pupils, and between pupils and teachers underpin this. Pupils take responsibility through prayer leadership, school council, peer support, duties around the school and organising activities. They are proud of their school and contribute positively to it. This develops pupils' self-confidence, moral understanding and sense of responsibility to others.
6. Provision for physical education (PE) enables pupils to participate regularly in physical activity. Activities reflect pupils' interests. They develop basic competencies. However, pupils do not secure the progressive development of a broad range of physical skills over time.
7. Pupils are well prepared to understand their place in British society. Through lessons in citizenship and personal, social, health and economic education (PSHE), religious studies (RS), careers education and community engagement, they learn about democracy, the rule of law, financial responsibility, different faiths and future pathways. They discuss complex issues thoughtfully, including where faith and law intersect. This supports pupils to become respectful, informed and socially responsible citizens.
8. Safeguarding arrangements are implemented effectively. Staff understand their responsibilities and act with vigilance. Leaders maintain clear records, work effectively with external agencies and consider risks carefully, including online safety, attendance, supervision and the presence of older pupils. This creates a culture in which pupils' welfare is prioritised.

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:

- improve the planning of the physical education curriculum, so that it provides a clear and progressive development of skills across a range of activities for pupils as they move through the school.

Section 1: Leadership and management, and governance

9. The proprietors and leaders promote an inclusive culture in which the school's values are well established. A coherent approach to pupils' physical, emotional and spiritual wellbeing is embedded across the school. Leaders prioritise respectful relationships and a calm, orderly environment. These are supported by clear expectations and consistent routines. The curriculum, across both the secular and Islamic provision, includes PSHE, relationships and sex education (RSE) and wider pastoral themes. Pupils' wellbeing is supported through this effectively integrated approach.
10. The proprietors ensure that leaders have the appropriate knowledge and skills to fulfil their responsibilities. They assure themselves of this through formal meetings, regular informal discussions and a visible presence within the school. Leaders demonstrate a secure understanding of their roles and responsibilities. They undertake regular training, including in health and safety, safeguarding and curriculum delivery. Ongoing professional dialogue, for example, in weekly meetings, supports a clear understanding of pupils' needs, as well as the effective delivery of both the secular and Islamic curriculums. As a result, leaders fulfil their responsibilities effectively, so that the Standards are met consistently.
11. Self-evaluation is embedded in leadership practice. It is well informed by ongoing review and reflection, including the principle of Muhasaba, which focuses on self-accountability. Leaders use a range of information, including assessment information, staff discussion, monitoring activities and feedback from pupils. This maintains their accurate understanding of the school's provision and highlights areas for development. Their findings inform decision-making, including supporting adaptations to curriculum delivery and wider provision. Adjustments to post-16 provision, for example, take account of pupils' changing needs. The proprietors provide appropriate support and challenge in this process. They contribute to evaluation and hold leaders to account for the effectiveness of provision and compliance. As a result, the school's offer is responsive to pupils' needs and appropriately adapted to meet them.
12. Leaders promote the school's aims and ethos through their strategic leadership and day-to-day practice. These aims are clearly articulated and communicated to staff, pupils and parents, as well as reflected in the school's culture and expectations. Leaders ensure that these aims and ethos underpin decision-making and inform key aspects of provision, including the structure of the secular and Islamic curriculums. Proprietors support this through their systematic oversight of the school's direction and values.
13. Leaders implement policies consistently, in line with statutory guidance. They maintain clear procedures and review them regularly. This ensures that policies are understood and applied effectively.
14. The school meets requirements for the provision of information to the parents of current and prospective pupils. Statutory policies and key documents are available on the school's website. Parents are kept informed through regular communication, including reports on their child's progress.
15. Leaders demonstrate a secure understanding of risk. Responsibility for risk management is clearly defined, with oversight from the proprietors. Comprehensive risk assessments are in place across the school, including for educational visits and specialist areas. These are reviewed regularly. Pre-

visit checks are undertaken where required. Providers' own risk assessments are also considered. Staff receive regular training so that procedures are understood and applied consistently well. Routine checks, including health and safety walks and perimeter reviews, support ongoing monitoring. As a result, risks are identified quickly and managed effectively.

16. Leaders maintain close links with external agencies, including local authority safeguarding partners and specialist training organisations, to support pupils' academic and personal development. They fulfil their responsibility to report to the local authority where pupils join or leave the school at non-standard transition points.
17. An appropriate complaints policy is in place. It is accessible to parents via the school's website. Leaders promote early resolution through regular communication with parents, including informal channels, so that concerns are addressed promptly.
18. Proprietors maintain a visible and active presence in the school. They engage regularly with leaders, staff and the wider community. This provides them with a clear understanding of the school's context. Positive relationships with parents support early identification of concerns and timely response. Proprietors contribute to a clear strategic vision focused on pupils' academic success, personal development and values. This informs decision-making, which is aligned to the needs of the school community.
19. Leaders promote the values of respect, tolerance and inclusion through the school's dual curriculum and daily practice. They ensure that pupils develop an understanding of diversity and respect for others. The school fulfils its responsibilities under the Equality Act 2010. It has implemented an appropriate accessibility plan. Arrangements are in place to identify and respond to individual needs, including through regular reviews of the school's environment. Reasonable adjustments are made where required, including access to ground floor facilities, suitable toilet provision and the use of resources. This ensures that access to the school's provision is maintained.

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

20. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

21. Leaders give careful and deliberate consideration to the design of a broad and balanced curriculum that meets pupils' needs. The curriculum integrates Islamic studies with the secular curriculum effectively. The structure of the school day ensures that both elements are given appropriate time and status. Carefully planned links between subjects support pupils in making connections in their learning.
22. Curriculum design promotes multilingual development. Teaching makes frequent use of target languages, including translation, modelling and regular opportunities for pupils to practise speaking. For example, pupils sing Surahs in front of peers, with real-time feedback from teachers. As a result, pupils speak with confidence and fluency in different languages, demonstrating a secure understanding of linguistic structures. They apply their language skills accurately across a range of contexts.
23. Leaders evaluate curriculum provision to ensure that it meets pupils' needs. Older pupils access a suitable range of academic qualifications, including A-level and BTEC qualifications. Some are delivered through external providers, appropriately overseen by school leaders. As a result, pupils develop a coherent body of knowledge across the curriculum. They are well prepared for the next stage of their education.
24. Pupils develop high-level linguistic skills. They communicate confidently across subjects. In English, for example, pupils discuss literary techniques, such as metaphor. They share their ideas readily. In Islamic studies, pupils recite Arabic accurately, demonstrating growing confidence in their use of language. Opportunities for pupil-led learning, for example in Urdu speaking preparation, support collaboration, allowing pupils to practise and refine their skills.
25. Pupils develop a range of numeracy and mathematical skills. They apply these with increasing confidence. Lessons are structured clearly. Teachers provide appropriate guidance on the methods to use. Teachers check pupils' understanding at suitable points and address misconceptions effectively.
26. Scientific language is introduced early and reinforced consistently using key terminology and command words. As a result, pupils develop secure scientific knowledge and understanding. They use this accurately in their learning.
27. Teachers prioritise the development of pupils' speaking and listening skills across the curriculum. Structured opportunities include through questioning, discussion and presentation tasks. Pupils are explicitly taught, for example, to distinguish between formal and informal language in presentations. Pupils build their confidence in oracy, regularly reading aloud and sharing. Pupils listen attentively and respond confidently to questions. They adapt their spoken language appropriately to different contexts. As a result, they communicate effectively and with increasing maturity.
28. Lessons are well planned and structured. In citizenship, for example, teaching includes tasks and questioning, requiring pupils to explain their reasoning and apply their knowledge. Teachers check understanding regularly, so they know when pupils are ready to move on in their learning. In science, teachers use their knowledge of the curriculum and pupils' stages in learning to plan activities to support pupils' progress and to prepare pupils for external examinations. Links between

topics revisit previous learning. Pupils practise examination-style questions, including extended responses. This supports pupils to develop subject knowledge and the skills they need to be successful.

29. Teachers demonstrate secure knowledge of their subjects. They make effective use of a range of resources to support pupils' learning, including online resources. In mathematics, for example, technology is used to illustrate the rearrangement of equations, enabling pupils to apply their understanding with confidence.
30. Leaders and teachers use their checks on learning effectively to monitor pupils' progress and to provide appropriate support. Their secure understanding of pupils' starting points is informed by prior attainment checks, baseline assessments and pre-admission exchange of information. Pupils' improvement targets recognise progress as well as attainment. Leaders and teachers implement a system of rewards, including merits. This positively reinforces pupils' effort and achievement. As a result, pupils are motivated to learn. They make good progress from their starting points.
31. The well-implemented whole-school system supports pupils' understanding of their progress. This includes through the consistent use of target-setting stickers on the front of all exercise books across all subjects. Consequently, pupils can identify their current achievement, set targets and articulate the steps needed to improve. As a result, pupils demonstrate a secure understanding of their learning goals and speak confidently about their progress. This means that they take increasing responsibility for their own development.
32. Effective approaches to marking and feedback are in place across subjects. In some subjects, pupils receive written feedback and targets, which support their improvement. In others, feedback is verbal and whole-class review. As a result, pupils know whether their work is correct and show understanding of their progress.
33. Appropriate systems identify and support any pupils who have special educational needs and/or disabilities (SEND). There are currently no pupils on roll with identified needs. Leaders use a range of information, including pupils' prior attainment, baseline assessments and external specialist input, to inform their understanding of pupils' individual needs. Effective monitoring ensures that appropriate provision is implemented promptly to meet these needs when required.
34. Leaders have a secure understanding of how to identify and support pupils who speak English as an additional language (EAL). There are currently no pupils on roll who speak EAL. Appropriate systems monitor pupils' language development. When required, leaders put suitable improvement strategies in place, including the use of targeted support plans. As a result, the school is well prepared to support any pupils who speak EAL to access the curriculum and make good progress.
35. Parents receive regular updates on pupils' progress through structured consultation meetings and written reports. Reports include academic performance, attendance and wider aspects of development across both the secular and Islamic curriculums. This enables parents to maintain an informed understanding of their child's progress and engage effectively with the school.
36. Leaders provide a co-curricular programme that is appropriately aligned to pupils' needs and interests. In calligraphy club, pupils learn and practise traditional techniques using specialist tools. This enables pupils to develop their aesthetic and creative skills. As a result, pupils engage positively,

demonstrate sustained interest and develop their skills over time. They gain confidence in their abilities and recognise their own progress.

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

37. All the relevant Standards are met.

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

38. Leaders and teachers create an environment in which pupils develop self-knowledge, self-esteem and self-confidence. Pupils participate in activities both in and out of school, such as leading prayers, reciting with accuracy. They develop confidence, spiritual and moral understanding, as well as a sense of responsibility as a result. This contributes to pupils' growing self-esteem and their understanding of their role in their communities.
39. The PE curriculum supports pupils' basic physical development needs. Staff plan activities that enable pupils to develop and practise skills, including structured warm-up routines. Pupils participate regularly in physical activity that reflects their interests, most commonly football. Leaders seek to extend opportunities through occasional use of external facilities and local events. However, the PE curriculum does not provide a clearly sequenced progression of skills across a range of activities, so pupils do not develop a wide range of physical skills and understanding over time.
40. A well-planned and well-resourced PSHE programme is in place. Provision draws on both the secular and Islamic curriculums, which are integrated across subjects. This ensures that pupils encounter these themes regularly in their learning. The programme is responsive to emerging issues. Additional input is provided through whole-school assemblies, where appropriate. Parents are consulted in the development of the RSE curriculum. It is delivered in an age-appropriate way across all year groups. Pupils develop an understanding of relationships from both a faith-based perspective and within the context of statutory requirements, including key concepts such as consent.
41. Leaders implement a behaviour policy that sets clear and high expectations. Pupils understand the school's procedures and the consequences of poor behaviour. A system of rewards reinforces positive conduct. Incidents of poor behaviour are rare. If they occur, the information is communicated effectively to parents. As a result, pupils demonstrate a mature sense of responsibility. They are consistently polite and considerate.
42. The school maintains appropriate records of any incidents of bullying or potential bullying. These are reviewed regularly to identify patterns and ensure that concerns are addressed promptly. Bullying is rare. This reflects the school's emphasis on mutual respect and clear expectations for behaviour.
43. The premises are maintained to an appropriate standard. Clear systems are in place for addressing maintenance issues and ensuring that the fabric of the buildings remains in good repair.
44. Pupils are appropriately supervised, both on the school site and on trips locally, nationally and internationally. Consequently, they benefit from the variety of experiences designed to enhance their learning.
45. The school maintains accurate and up-to-date admission and attendance registers in line with statutory requirements. Leaders implement clear systems to monitor attendance. They make effective use of attendance information to support pupils' wellbeing. Procedures are in place to report concerns to the local authority where required, including follow-up actions for any unauthorised absence. Leaders promote the importance of regular attendance to pupils and parents. They support this with consistent communication and appropriate incentives. This ensures that pupils benefit from continuity in their education.

46. Leaders and proprietors adopt a systematic approach to managing health and safety. Appropriate policies are in place. They are understood by staff and implemented effectively. Clear lines of responsibility are established, with oversight by senior leaders and reporting to proprietors. Staff receive regular training, including induction and updates. External specialists contribute to areas such as fire risk assessment. Required actions are implemented promptly. Fire safety procedures are secure, including regular drills, maintenance of equipment and appropriate record-keeping.
47. Appropriate arrangements are in place for first aid. The school provides trained first aiders throughout the school day. Records of accidents are maintained and reviewed to identify patterns. The school provides appropriate facilities, including a medical room with washing facilities and access to a toilet. This ensures that first aid provision supports pupils' wellbeing.
48. Pupils are provided with opportunities to assume roles of responsibility and contribute to the school community. They understand the importance of service to others, reflecting the school's values. Pupils undertake routine duties, such as supporting the organisation of shared spaces. Older pupils assist in supervising younger pupils during social times under staff guidance. A structured system for gathering pupils' views is in place. The school council includes representatives from all year groups. The council meets regularly with staff. Pupils contribute ideas for school improvement. They take an active role in initiatives, such as organising sports activities. Leaders respond to this input, resulting in developments to resources and social spaces. Consequently, pupils contribute readily to school life and engage positively with opportunities to take responsibility.

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

- 49. All the relevant Standards are met.**

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

50. Leaders promote pupils' social, moral and cultural development through community engagement. Pupils participate in a range of local initiatives, including work with a nearby church, community gardening projects, litter picking and supporting a local foodbank. As a result, pupils develop a sense of social responsibility and demonstrate respect for others. They understand their role within the local community and wider society.
51. Pupils develop their economic understanding and financial awareness through the curriculum. This includes an introduction to key concepts such as budgeting, saving and spending. Pupils explore the difference between essential and non-essential expenditure. Practical experiences, including handling money in charity events, reinforce this learning. As a result, pupils show a secure understanding of financial responsibility and its relevance to everyday life.
52. Leaders provide a careers programme aligned with the national benchmark guidance. The programme is delivered through the curriculum, including in dedicated careers lessons, and is supported by work experience opportunities. Pupils develop an understanding of employability skills. They are prepared for their next steps, for example, through learning how to write a CV. External speakers broaden pupils' awareness of future pathways. Pupils receive appropriate progression guidance, including access to an independent careers adviser and support with applications. As a result, pupils are prepared well to make appropriate choices when they leave school.
53. Leaders ensure that pupils are prepared effectively for life in British society. They promote British values effectively. Opportunities, such as democratically elected roles and participation in charitable events, enable pupils to understand democracy, responsibility and the importance of contributing to society. As a result, pupils show respect for different viewpoints. They understand how to make a positive contribution and develop confidence in expressing their ideas. Consequently, they are well prepared to engage as responsible citizens.
54. Leaders have developed links with local organisations, including sports clubs and community groups, which extends pupils' experiences beyond the classroom. This means that pupils develop confidence and independence. They are well prepared for the next stage of their lives.
55. Leaders have ensured that pupils develop a secure understanding of the rule of law through a carefully integrated approach across the curriculum. Pupils engage with key legislation, including the Equality Act 2010 and laws governing marriage and consent. They discuss areas of potential tension between their Islamic faith and the law of the land with maturity and confidence. Visits to the local magistrates court bring this learning to life. As a result, pupils demonstrate a well-developed respect for the law and an informed understanding of their role as citizens in British society.

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

- 56. All the relevant Standards are met.**

Safeguarding

57. Leaders prioritise safeguarding across the school. Clear procedures and reporting routes are established. Staff understand that safeguarding is everyone's responsibility and raise concerns appropriately. The regular communication from leaders with responsibility for safeguarding reinforces this understanding. Pupils know how to report concerns. Leaders with responsibility for safeguarding are visible and accessible, so pupils know who to go to if they are worried.
58. Regular safeguarding training is in place for all staff. This includes updates, whole-school briefings and online courses. As a result, staff demonstrate a secure understanding of safeguarding procedures and their responsibilities. They understand the importance of reporting concerns and maintaining professional vigilance.
59. Leaders with responsibility for safeguarding are suitably trained. They maintain a clear understanding of safeguarding thresholds. When concerns are raised, the associated records are detailed and well maintained. Leaders work effectively with external safeguarding agencies. Concerns are referred appropriately and managed in line with statutory guidance.
60. Leaders ensure that a safeguarding policy is in place and reviewed regularly to comply with statutory guidance. They implement clear procedures. These are applied consistently across the school. Additional measures, such as the vetting of external speakers, ensure that safeguarding risks are considered across the school's provision.
61. Consideration is given to the presence of older pupils within the school, with clear expectations regarding conduct and appropriate boundaries. Arrangements support appropriate supervision at key times, including the separation of older and younger pupils where necessary.
62. Safer recruitment procedures are implemented effectively. The required pre-employment checks on new staff are completed in line with statutory requirements. These are recorded appropriately on the single central record of appointments (SCR). Staff do not commence employment until all required checks are in place. Relevant staff, including proprietors, receive safer recruitment training. This supports the effective vetting and appointment of staff.
63. Leaders implement effective systems to support online safety. Internet filtering and monitoring systems are in place for both staff and pupils and are reviewed regularly. Online safety is reinforced through the curriculum, including PSHE and assemblies. Pupils demonstrate a clear understanding of online risks. They speak confidently about how to stay safe. Pupils do not have access to mobile phones during the school day. This supports positive behaviour and social interaction. Staff receive training in online safety as part of safeguarding. As a result, online safety is understood and embedded across the school.

The extent to which the school meets Standards relating to safeguarding

64. All the relevant Standards are met.

School details

School	Eternal Light School
Department for Education number	380/6349
Address	Eternal Light School Christopher Street Off Little Horton Lane Bradford West Yorkshire BD5 9DH
Phone number	01274 501597
Email address	office@eternallightschool.co.uk
Website	www.eternallightschool.co.uk
Proprietor	Mr Ahmed Ali, Mr Abdur Raqeeb and Mr Feizal Patel
Headteacher	Mr Yusuf Collector
Age range	11 to 23
Number of pupils	142
Date of previous inspection	7 to 8 June 2023

Information about the school

65. Eternal Light School is an independent Muslim day school for male pupils. It is governed by three proprietors.
66. The school has identified no pupils as having special educational needs and/or disabilities. No pupils in the school have an education, health and care plan.
67. The school has identified no pupils as speaking English as an additional language.
68. The school states its aims are to enable Muslim pupils to fulfil their obligations towards their Creator, their parents and the society in which they live, so that they will become good citizens and actively contribute to the wider community. The school seeks to encourage pupils to prepare for the world of work and the global village they will experience.

Inspection details

Inspection dates

14 to 16 April 2026

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

70. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the proprietors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visit to the facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

71. 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**.

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