

The Imam Muhammad Adam Institute

372 East Park Road, Leicester LE5 5AY

Inspection dates

26–28 January 2016

Overall effectiveness

Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good

Summary of key findings for parents and pupils

This is a good school

- The quality of teaching in all subjects and year groups is consistently good. This has a positive impact on pupils' achievement, including their GCSE results at the end of Year 11.
- Pupils of all ages are highly engaged in their learning and keen to do well.
- Senior leaders and staff are committed to an ethos which combines Islamic values with rigorous preparation of pupils for life in modern Britain.
- Senior leaders have introduced robust systems for the assessment of pupils' progress. As a result, staff have an increasingly accurate understanding of the progress made by pupils over time.
- The proprietor and senior leaders have ensured strong improvements in the quality of teaching, learning and outcomes for pupils since the previous inspection.
- The school provides a safe environment in which staff ensure the well-being of all pupils.
- The personal development and behaviour of pupils of all ages are outstanding. They demonstrate respect and trust towards the staff, together with self-discipline and exemplary conduct throughout the school.
- The Principal, who is also the proprietor, and the Vice-Principal continuously promote a vision of excellence. They have a good understanding of the school's strengths and appropriate areas for improvement.
- All members of staff are committed to the ethos of the school. They enable pupils to make strong progress over time from their various starting points.
- The proprietor and senior leaders have ensured that the requirements of the independent school standards are met.

It is not yet an outstanding school because

- The quality of teaching does not ensure consistently outstanding progress and achievement for all pupils.
- The progress of girls by the end of Key Stage 4, from their various starting points, is not as strong as that of boys.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching and learning to outstanding by:
 - ensuring that teachers' marking is always evaluative and provides pupils with clear guidance about how to improve their work
 - checking understanding regularly during lessons to ensure that all pupils are continuously meeting the planned learning objectives
 - ensuring that the tasks and activities provided are always sufficiently challenging for most-able pupils, particularly at Key Stages 1 and 2.
- Ensure that the progress of girls from their various starting points, by the end of Key Stage 4, is as consistently strong as the progress of boys.

Inspection judgements

Effectiveness of leadership and management is good

- Senior leaders demonstrate a tireless commitment to achieving high standards and equality of opportunity for boys and girls across the full age range of the school. They have ensured that all the independent school standards are met.
- The school's leaders have created a culture of mutual respect, successfully combining pupils' Islamic heritage with a strong sense of British values. Pupils are encouraged continuously to evaluate how their beliefs and ideals may be applied to daily life in modern Britain.
- There is a consistent culture of sustained learning throughout the school. Pupils enjoy school and demonstrate high levels of engagement and commitment to their work. Staff have a consistently positive view of the school and are proud to work there.
- Senior leaders have a good understanding of the qualities required for pupils to flourish in adult life. The curriculum combines academic excellence with strong personal development. Arrangements for the spiritual, moral, social and cultural development of pupils permeate the full range of subjects and experiences provided for pupils.
- Senior leaders regularly monitor teaching and learning. Individual members of staff have appropriate targets for improvement, and they are provided with good opportunities for further training. A number of staff are currently engaged in higher education courses, including some working towards qualified teacher status.
- Staff at all levels are highly vigilant in ensuring that pupils are well informed about, and protected from, extremism. Senior leaders have attended local 'Prevent' (government advice to schools to have due regard to the need to identify signs of extremism and radicalism) training, and arrangements are in place for all staff to be trained by external experts.
- The Principal and Vice-Principal have ensured that a suitably broad curriculum is provided, covering all the required areas of learning. Academic subjects are integrated appropriately with Islamic studies in the daily timetables of all pupils. Pupils are encouraged to have high aspirations for future study and employment on leaving school.
- Regular opportunities are provided for parents to visit the school to discuss their children's progress. Parents of Year 11 pupils are also involved effectively in transition arrangements as pupils consider the opportunities available to them on leaving school.
- Senior leaders maintain effective, regular contact with parents, ensuring that any concerns are promptly addressed and resolved. Responses to the Ofsted online questionnaire, Parent View, are extremely positive; parents demonstrate strong support for the quality of teaching and care for pupils.
- The arrangements for safeguarding are effective. Senior leaders oversee robust arrangements for the recruitment of staff, including checks on their suitability to work with children. All members of staff are appropriately trained in safeguarding; sufficient numbers of staff have been trained in first aid and fire safety.
- School policies and procedures are reviewed and updated regularly. There have been occasional lapses in updating aspects of written policy. However, statutory requirements are implemented robustly.
- **The governance of the school**
 - The Principal is also the proprietor and through this combined role he has established effective arrangements for monitoring and evaluating all aspects of the school's work.
 - The proprietor has a thorough understanding of all aspects of the school's provision, as a result of his daily involvement in the life of the school, including time spent in observing and monitoring classroom practice. Appropriate areas for improvement are identified and taken forward into the school development plan.
 - Senior leaders have recently established excellent arrangements for the assessment of pupils' progress at all key stages in the school. These assessments provide increasingly robust information to contribute to the proprietor's judgements about the effectiveness of teaching and pupils' learning.
 - The proprietor has identified the need for additional, independent scrutiny in order to address areas of inconsistency, particularly the difference in outcomes between boys and girls at Key Stage 4.

- External accountability is at a developmental stage in the leadership of the school. Governance arrangements are currently under review as the proprietor seeks to ensure that senior leaders and staff are further challenged and supported in their evaluation of the quality of the school's provision and outcomes.

Quality of teaching, learning and assessment is good

- The good quality of teaching is based on teachers' good subject knowledge and excellent understanding of the learning characteristics of each pupil. As a result of good teaching, pupils are interested in their work and keen to learn.
- Pupils have respectful and trusting relationships with their teachers. They are confident to ask questions and to contribute their own ideas orally. Pupils read aloud with confidence and accuracy; this makes a strong contribution to learning activities in a number of subjects.
- Lessons are well planned, and time is used productively. Teachers communicate high expectations of what pupils may achieve, and learning tasks provide appropriate levels of challenge. Pupils listen well to teachers' presentations and record notes diligently.
- In the majority of lessons, teachers check pupils' understanding well with good interactions. Pupils' opportunities for learning are sometimes outstanding, such as in a Key Stage 4 history lesson, where pupils responded very well to the teacher's skilful questioning, deepening their thinking skills and challenging them to extend their answers.
- The high quality of questioning observed in many lessons is not consistent across all subjects and year groups. On occasions, pupils are provided with limited opportunities to engage in dialogue and there is limited checking of their understanding as activities proceed at a brisk pace.
- Pupils are provided with excellent opportunities to apply their skills and understanding of concepts in mathematics lessons. As a result, pupils are often able to provide good explanations and demonstrate the techniques used to solve problems.
- There is an appropriate emphasis on the development of literacy and numeracy across all age groups. Pupils in Key Stages 1 and 2 are helped to develop accurate grammar and spelling, and the majority of pupils are confident readers. There are less extensive opportunities for pupils to apply their writing skills in creative and extended writing.
- Most-able pupils usually make good use of additional or alternative tasks to extend their learning. Occasionally, they are not sufficiently challenged to extend their learning as rapidly as they could beyond the core activities provided for the whole class.
- Art lessons in Key Stages 1 to 3 provide pupils with opportunities to develop a good understanding of techniques in drawing and the use of colour in various media. Pupils enjoy these practical activities and demonstrate creativity and good levels of skill in their finished work.
- Pupils enjoy active participation in physical education and develop their personal skill levels effectively. Good opportunities for participation in sports activities are also provided through regular school-organised sporting activities at the weekend.
- Pupils demonstrate a willingness to develop and consolidate their learning in a range of subjects, and they show a keen desire to improve their work.
- The Islamic curriculum makes a strong contribution to pupils' understanding of how their beliefs and culture contribute to their personal development and character. Pupils respond very positively to opportunities to discuss the teachings of the Prophet. They have a secure grasp of the influence of key characters on Islamic values, customs and beliefs. Excellent links are made between traditional teachings and the application of British values in the context of everyday life.
- Homework is set regularly, and teachers make good use of the periodic assessment tasks to gain a clear understanding of the progress being made by individual pupils. The marking of work in pupils' books has an inconsistent impact on their future learning. Teachers' usually detailed written feedback is made good use of by pupils to understand how they may improve and develop written tasks. They respond positively to the clear guidance about analysis, interpretation and accuracy.
- Pupils in both the boys' and girls' sections of the school have equal access to the full curriculum, including a suitable range of entries for GCSE examinations. There is strong evidence of excellent, cooperative planning and review between subject staff in the two sections of the school.
- Regular reports to parents and meetings with subject staff, ensure that parents have a good understanding of how well their children are progressing with their work.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils are proud of their school and of the progress they are making towards achieving their ambitions.
- Excellent links are made between the teachings of Islam and the application of British values. Pupils understand the meaning of values and character, and aspire to replicate the excellent role models provided by the staff.
- Pupils demonstrate exemplary respect for the views of others and they contribute their own ideas in a considered manner. Older pupils speak maturely about their understanding of the legally protected characteristics (specific areas covered by equality and diversity guidelines and legislation); they respect individual lifestyles and understand their own rights and responsibilities in British society.
- Relationships between pupils are excellent and bullying is rare. Pupils feel safe in school and make every effort to create a strong sense of community. Pupils are taught about safe lifestyles and how to keep themselves safe, for example through appropriate e-safety routines.
- Pupils understand the key features of a healthy lifestyle. They have good opportunities to consider how to ensure a healthy diet, the dangers of substance abuse, and the development of healthy personal relationships.
- Senior leaders provide appropriate, personalised careers advice for pupils as they progress through Key Stages 3 and 4. Each pupil has suitable access to an interview with a visitor from the local careers advisory service. Good use is made of the proprietor's strong links in the local community to provide specialised advice and guidance to individual pupils with particular career aspirations.
- Pupils are ambitious and are aiming high in their preparation for future careers. They are well prepared for life in a diverse local community and wider society.

Behaviour

- The behaviour of pupils is outstanding. Pupils engage actively in all classroom activities and listen attentively to their teachers. They develop self-confidence and are always willing to contribute to discussion, to ask questions or to read aloud.
- There is no low-level disruption or off-task behaviour. Pupils are keen to learn and to improve the quality of their work.
- Behaviour around the school is excellent. Pupils behave in a considerate manner and demonstrate respect for the school's high expectations.
- Attendance is high and there is no persistent absence.
- Senior leaders and staff ensure that any indications of a reduction in motivation or decline in attitudes to learning are addressed immediately and decisively. They place a commendable emphasis on the development of strong, positive relationships with parents; as a result, parents are supportive of the school's approaches to maintaining high standards.

Outcomes for pupils are good

- The overall progress of pupils at each key stage is good. Pupils are enabled to achieve highly as a result of the good curriculum and quality of teaching.
- Pupils in Key Stages 1 to 3 make good progress in the development of their skills in reading, writing, speaking, listening and numeracy. The quality of pupils' speaking and reading skills is often outstanding.
- Pupils of all abilities make good progress in a range of subjects. Occasionally, in lessons, most-able pupils in Key Stages 1 and 2 do not achieve their potential. This results from occasions when there is insufficient challenge in the learning tasks and activities provided for them.
- The first Year 11 cohort left the school in the summer of 2015. Overall, their attainment in GCSE examinations was good. The proportion of pupils achieving five or more results at grades A* to C, including English and mathematics, was above the national average.
- The attainment of Year 11 boys in 2015 was outstanding: all achieved higher-grade results in English, mathematics and science. Most of the girls also achieved higher-grade results in English and science; their results in mathematics were not as strong.
- The school's current assessment data, including results in science at the end of Year 10, indicate that girls in the current Year 11 are on track to improve on this performance.

- Pupils' achievement from their various starting points is thoroughly evaluated by the school, based on rigorous and robust assessment procedures. The proportions of pupils meeting or exceeding national expectations in English and mathematics are at least in line with national figures for pupils at Key Stage 3.
- All pupils at Key Stage 4 are currently studying for GCSE examinations in English language and literature, mathematics, two sciences, information and communication technology, history and citizenship. Opportunities also exist for pupils to opt into additional examinations in Arabic or Urdu; the small numbers taking these subjects achieve mostly higher-grade results.
- Pupils are well prepared for further study and future employment. All pupils who left the school in 2015 proceeded to sixth-form or college courses of their choice.

School details

Unique reference number	137561
Inspection number	10006106
DfE registration number	856/6011

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Islamic day school
School status	Independent school
Age range of pupils	5–16 years
Gender of pupils	Mixed
Number of pupils on the school roll	282
Number of part time pupils	0
Proprietor	Shaykh Faheem Ibn Ismael
Principal	Shaykh Faheem Ibn Ismael (Headteacher, boys' premises) Ustadha Zaheda bint Adam (Vice Principal/Headteacher girls' premises)
Annual fees (day pupils)	£1,380 to £1,440
Telephone number	01163 192489
Website	imai.org.uk
Email address	school@imai.org.uk
Date of previous inspection	September 2012

Information about this school

- The Imam Muhammad Adam Institute is an independent day school located on two sites in the Evington area of the city of Leicester.
- The school is registered to provide full-time education for boys and girls aged five to 16. There are currently 282 pupils on the school roll. No pupil has a statement of special educational needs or an education, health and care plan.
- The school curriculum combines Islamic subjects and National Curriculum subjects up to GCSE standard at the end of Year 11.
- The school does not use the services of any alternative providers.
- The school's previous inspection was in September 2012.
- The school aims to 'develop a quality educational environment based upon spiritual values, instilling a sense of character and ethics, which will help contribute to building an honourable and productive society'.

Information about this inspection

- The inspectors observed the quality of teaching and pupils' learning across the full age range of both the girls' and boys' sections of the school. They looked at samples of pupils' written and practical work across a number of subjects at each key stage.
- Meetings were held with 12 pupils, and informal discussions with a number of others. The inspectors considered 49 responses by parents to Ofsted's online 'questionnaire, Parent View. Inspection questionnaires from members of staff were submitted and considered.
- The inspectors read and discussed a number of school policies, procedures and records in order to check the school's compliance with the independent school standards.
- Conversations were held with the Principal, who is also the proprietor, and with the Vice-Principal about all aspects of the school's provision and outcomes. Informal conversations took place with a number of additional staff members.

Inspection team

David Young, lead inspector	Ofsted Inspector
Geraint Evans	Her Majesty's Inspector
Aileen King	Ofsted Inspector
Russell Barr	Ofsted Inspector

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