

Institute of Islamic Education

South Street, Savile Town, Dewsbury, West Yorkshire WF12 9NG

Inspection dates

20–21 July 2016

Overall outcome

Independent school standards met

Context of the inspection

- This inspection was undertaken at the request of the registration authority for independent schools, the Department for Education (DfE), in order to monitor the progress the school has made in implementing its action plan. The school was required by the DfE to prepare the action plan following an integrated standard independent school inspection in October 2015.
- The inspection found the school's overall effectiveness to be inadequate. This was because the proprietor failed to ensure that all regulations were met and that all pupils were safe. Some of the national minimum standards for boarding schools were not met. There were some unmet independent school standards in Part 1, quality of education; Part 3, welfare, health and safety of pupils; Part 4, suitability of staff and Part 8, quality of leadership and management. A statutory notice was issued to the school in December 2015, in respect of the failings.
- School leaders submitted an action plan to the DfE by the required date of 26 January 2016. It was evaluated by one of Her Majesty's Inspectors and a social care inspector in March 2016 and found to require improvement. Following this evaluation, the DfE rejected the action plan and informed the school's leaders as such on 12 April 2016.
- The DfE requested that during this progress monitoring inspection, the inspectors check the school's progress in meeting unmet independent school standards and national minimum standards of boarders. The department also requested inspectors to check Part 2: the spiritual, moral, social and cultural development of pupils.
- The inspection took place without notice. It is the school's first progress monitoring inspection since the inspection of October 2015. The inspection was conducted by two of Her Majesty's Inspectors and a social care inspector. It was carried out at the same time as a material change inspection. This was a result of the school's request to the DfE to change the age range of pupils at the school, from 11- to 16-year-olds to 11- to 25-year-olds; incorporating a sixth form for learners from the age of 16 to 18 years.
- Inspectors carried out observations of learning in 11 lessons. They talked to a significant number of pupils both formally and informally. Pupils discussed their work, how they are prepared to live as young people in modern Britain and how they are taught to keep safe in school and the wider community. Inspectors checked progress towards compliance with the independent school and national minimum standards for boarding schools that were not met at the time of the last inspection and the school's progress in tackling the areas for improvement identified within the inspection report.
- Inspectors held discussions with senior leaders, governors, groups of teachers and boarding staff. They spoke formally to a group of older learners and a group of key stage 3 and 4 boarders. Inspectors evaluated a range of documents including the single central record, staff and volunteer files, the safeguarding policy, risk assessments, information on pupils' achievements over time, business plans for a sixth form and curriculum documentation. Inspectors also checked the suitability of the accommodation arrangements for pre- and post-16 pupils and learners to the age of 25 years.
- At the start of the inspection, pupils and staff had just returned from their long holiday, due to Ramadan. Pupils were attending their first lessons of the new academic year and in their new year groups. Year 7 pupils were due to arrive the following week.

Main findings

Part 1. Quality of education provided

- At the time of the last inspection the school did not meet a number of standards within Part 1. Leaders did not monitor the quality of teaching robustly enough in order to drive improvement or impact on pupils' progress.
- Inspectors who reviewed the action plan considered that actions identified were likely to tackle effectively the unmet standards and the recommendations for improvement within the inspection report.
- The unmet independent school standards are now met. Leaders have implemented a baseline assessment and tracking process; placing pupils on a 'flight-path' that enables targets to be set from their varied starting points. It enables comparison against national averages. Data shows that across year groups, pupils enter slightly below the national averages in English. This is particularly noticeable in the proportion gaining Level 5 or above on entry.
- A teaching and learning policy and assessment policy are now in place. Teachers are using these to secure a more consistent approach to planning, developing learning objectives and success criteria for lessons. Teachers have valued the chance to work with senior staff from local schools to improve their subject specialisms and quality of teaching.
- Progress rates across the school are increasing. Improvements, particularly in the last term, are as a result of the impact of training for teachers on questioning, feedback to pupils and planning work to move pupils on from their starting points. Policies to support these aspects of teaching are making their mark.
- Data shows that higher proportions of pupils are making at least expected gains, or better than expected, in their learning than at the time of the last inspection. A small number make weaker progress in some subjects and across year groups. Progress is strongest in mathematics and work is underway to hasten pupils' progress further in English.
- Teachers now use the assessment information they have about pupils' current achievements to plan work that interests and challenges pupils more consistently. There are still occasions where the most able are not challenged quickly, when they carry out the same work as their peers before they can tackle the extension work. Consequently, a few inconsistencies remain across a range of classes and subjects. Leaders are aware of this and are continuing to refine procedures, including in identifying extra activities for pupils at risk of falling behind.
- The school's marking and feedback policy is being successfully secured. Staff and pupils report how it helps pupils understand what they are doing well and what they need to do to reach the next steps. Pupils report that they value the time they are given to correct or improve their work and opportunities to assess each other's work.
- The secular curriculum has been broadened and includes history; mathematics; English; science; information and communications technology; art; music; physical education; geography and personal, social, citizen and economic curriculum. Displays celebrate the various topics studied such as 'proud to be British', 'acids and alkali', 'the rainforest' and 'deforestation'.
- The range of visits out of school is increasing steadily. These supplement the curriculum and support pupils' personal, spiritual, moral, social and cultural development. Visits to a local Christian church, Jewish synagogue, Sikh gurdwara and Hindu temple have promoted understanding and respect for faiths other than their own. Visits to Magna Science whet their appetite for the science studies they undertake. Community activities such as Lets-Unite-Building Bridges, Inter-Faith work and regular football tournaments are increasing pupils' links within the local community. Leaders are continuing to broaden the range of experiences offered.

Part 2. Spiritual, moral, social and cultural development of pupils

- All independent school standards for the spiritual, moral, social and cultural development of

pupils at the time of the last inspection were met. They continue to be so and are being built on effectively as experiences for pupils are expanded.

- Work to ensure that pupils understand and embrace the values at the heart of British society, its legal and democratic customs and principles, is threaded explicitly across the personal, social, citizenship, health and economic curriculum (PSCHE), other subjects, assemblies and 'themes of the week'. Themes like forced marriage, protected characteristics as enshrined in the Equality Act 2010, international women's day, equality, law of the land, giving gifts and caring for people are a few examples of the range of topics pupils contemplate.
- Themes of the week, the curriculum, visitors to school and assemblies also provide pupils with opportunities to learn about, and understand, risks to their safety in school and the wider community. For example, contributions from the local police regarding gun crime, drugs and anti-social behaviour provide pupils with an understanding of risks to their safety.
- Staff and volunteers are well trained in child protection and safeguarding and pupils are taught well to understand risks to their safety from radical or extremist views. The school community as a whole understands what to do if there are ever any concerns. The local authority's 'prevent' team have no concerns about the school in this matter.
- Pupils are polite, friendly and respectful of all visitors; they are eager to help. Their behaviour is exemplary and their attitudes to learning are good. The tenets of tolerance, respect and valuing differences are integral to the school's Islamic and secular work. Other opportunities to develop pupils' spiritual, moral, social and cultural development are identified specifically in long-term and medium-term planning in all subjects studied and reviewed by leaders.
- Pupils are encouraged to discuss and debate topical issues and understand the principles of balanced presentation of opposing views. For example, in one lesson pupils were eagerly debating the pros and cons of 'Brexit' on holidays abroad and on their life in Britain. They listened carefully and respectfully to each other's views.
- First-hand study of Christianity, other world religions and of cultures different to their own, add to pupils' understanding of the world beyond school. Together with the underpinning principles of Islam, this work contributes to pupils' good spiritual, moral, social and cultural development.
- The elected school council is widening its sphere of influence and has been instrumental in changing things in school. For example, it has broadened the range of activities pupils can take part in after school, and increased the variety of school meals and improvements to the school library. The school council has recently contributed to community charity work by choosing to raise funds for the British Heart Foundation.

Part 3. Welfare, health and safety of pupils

- The unmet standards identified at the previous inspection for this aspect of the independent school standards were the lack of clarity regarding risk-assessment policy and procedures in the school, and weaknesses in the arrangements to safeguard pupils, including in the boarding provision. In the case of the former, the action plan review indicated that actions planned were likely to meet requirements but this would need to be checked at the next inspection.
- The action plan was judged to require improvement in respect of the latter. This was because although it was clear that actions were planned, the terminology used was not clear. For example it was not made clear that the word 'volunteers', refers to all the post-16-year-old learners and young adults in the school who are studying in the seminary.
- The school has taken action to tackle the weaknesses in boarding provision identified at the time of the last inspection. Notably, it has tackled the safeguarding procedures for the living arrangements of pupils under the age of 16 years when living among young people and adults over the age of 16 years and up to the age of 25 years, studying in the integrated seminary.
- Since the previous inspection, significant improvements have been made to the school's approach to the identification of risk and in the actions taken to reduce identified risks.
- There is now a clear and unambiguous overarching risk-assessment policy that is being implemented effectively. This risk-assessment policy is underpinned by a thorough 'summary' of

all risks identified by the school. This in turn stems from the detailed individual risk assessments carried out by staff for all activities and potential risks or hazards in school, including boarding, or when pupils access activities out of school. The headteacher has regular oversight of the risk-assessment procedures and checks regularly that these are being carried out robustly.

- Safeguarding concerns identified in Part 4 below have also been tackled effectively. Safeguarding arrangements for pupils boarding in the school are now secure through the separation of boarding arrangements for different age groups of pupils, learners and adults and through the supervision of pupils by boarding staff.
- Action has been taken to ensure that non-prescription medicine is securely stored and staff appropriately trained. There were minor gaps in record-keeping up to May 2016. The headteacher has improved procedures to make sure that such gaps do not occur again.
- Arrangements made to safeguard and promote the welfare of pupils and boarders are now effective. Leaders have regard to the national minimum standards for boarding schools.

Part 4. Suitability of staff, supply staff, and proprietors

- A failure in this aspect of the independent school standards identified in the report was that leaders were unable to show that a member of support staff had up-to-date clearance to work in regulated activity from the disclosure and barring service (an enhanced DBS certificate).
- The action plan required improvement in this respect because although it was clear that changes had been made in the school's practice, it was not clear whether the particular member of staff had been suitably cleared to work with children and young people.
- At the time of the previous inspection, the employee concerned had a certificate but from a previous employer. It had not been updated in line with DfE requirements at the time of the appointment, for the change of employment. This was immediately rectified after the inspection.
- Changes have also been made to the allocation of staff to the reception area that welcomes visitors. Older learners from the school (volunteers), now take turns to work in reception, as part of their voluntary work and to enhance their personal development and employability skills.
- Virtually all of these learners have enhanced DBS clearance. For the small number awaiting clearance, risk assessments are in place and they are never left alone with younger pupils. All volunteers, like staff, have up-to-date safeguarding training, in line with the level required of adults working with children and young people. They have also all been trained in the DfE guidance, 'Keeping children safe in education', July 2015.
- Arrangements for the safer recruitment of staff are now fully compliant with requirements. A detailed and appropriate single central record is in place. This identifies that all required checks on adults working in the school have been made. It also shows that all staff and volunteers have been trained at the appropriate level in child protection and safeguarding. This includes training on how to recognise and respond to risks to young people from radical or extremist views: 'Prevent' and WRAP training.
- The updated child protection policy meets DfE requirements.

Part 6. Provision of information

- The school's website is still under construction. Consequently, there is not a published child protection policy available for parents to read on the internet. Leaders do, however, make sure they comply with the independent school standards and provide parents with a copy when pupils are admitted to the school. They also provide parents with a copy when changes are made to the policy or when it is updated in line with any changes in requirements from the DfE.
- All other required information is provided at the time of pupils' interviews for admission to the school and available to parents on request.

Part 8. Quality of leadership in and management of schools

- Leadership and management were judged to be inadequate at the time of the last inspection. This was because the proprietor failed to ensure that all regulations were met and that all pupils were safe. A wide range of actions have been put in place to tackle weaknesses and previous unmet independent school standards have now been met.
- A headteacher for the secular provision has been secured. He has a clear understanding of the quality of teaching and its impact on pupils' learning by regular observation of learning in classes, reviews of pupils' workbooks and checks on the progress pupils are making in the regular assessments of their work across the curriculum.
- Staff report how this work is helping them to understand the strengths in their teaching and the actions they need to take to improve any areas that could be better. They value this focus and the training and support they now access by sharing good practice and by the support from school leaders in other schools who come to work with them.
- An accountability framework has been developed and staff are clear of the lines of responsibility. Teachers report positively on the increased focus on their performance through the appraisal process that is now in place. All teaching staff are required to achieve the national teachers' standards as well as individual, challenging targets for their pupils' progress in the subjects they teach. Appraisal is also in place for boarding staff, but targets against which leaders can measure the impact of their work are not as well developed.
- Governors are sharpening their skills and are more effective in holding leaders to account in making improvements and evaluating performance across the school and boarding provision.
- Following the rejection of the school's action plan by the DfE, leaders quickly tackled the specific weaknesses identified by inspectors when they evaluated the plan. The plan is monitored rigorously by leaders and progress towards achievement of actions is reported to governors formally each term and informally on a weekly basis.
- The headteacher's reports to governors have been redesigned to identify the actions being taken to tackle the weaknesses identified at the last inspection clearly. Reports do not identify well enough the progress pupils are making over time in their learning. This is because the headteacher does not include the detailed, regular progress information the school now holds about pupils' progress in this report. The headteacher has recognised this and the format of reporting to governors in this new academic year will be changed to ensure that the progress pupils make over time can be checked by governors formally, rather than informally.
- Reports to governors on boarding provision are regular and detailed and are based clearly on leaders' evaluation of their work to meet the national minimum standards.

Compliance with regulatory requirements and national minimum standards for boarding schools

The school meets The Education (Independent School Standards) Regulations 2014 and associated requirements

The school must meet the following national minimum standards for boarding schools

- The school implements effectively the medication policy and ensures the physical health of boarders is promoted (NMS 3.1).

Inspection team

Margaret Farrow, lead inspector	Her Majesty's Inspector
Chris Campbell	Her Majesty's Inspector
Simon Morley	Social Care Inspector

Information about this school

- The Institute of Islamic Education is an independent boarding and day school for Muslim boys and young men aged between 11 and 25. The school was established in 1982 and is located within the grounds of the Markazi Mosque in Dewsbury, the largest mosque in Europe. The institute is managed by the Society for the Reformation of Muslims of the United Kingdom.
- Pupils come to the institute from across the country and from overseas. Spoken and written English are the common means of communication.
- At the time of the inspection there were 249 pupils at the provision of whom 74 were on roll at the school. The other pupils study in the seminary and are over the age of 16 and not part of the school's education provision. There are no pupils who have special educational needs and/or disabilities.
- The school was previously inspected in October 2015 when its overall effectiveness was judged to be inadequate. This is the first monitoring inspection since the last inspection.
- A material change inspection was carried out at the same time due to the school's request to the DfE to change the age range of pupils from 11 to 16 years to 11 to 25 years. Included in that request was a sixth form for pupils up to the age of 18 years.
- The deputy headteacher at the time of the previous inspection has been promoted to headteacher of the secular provision.

School details

Unique reference number	107791
Social care unique reference number	SC042398
Inspection number	10020812
DfE registration number	382/6013

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.

The inspection of boarding provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

Type of school	Muslim secondary boys' boarding and day school
School Status	Independent boarding school
Age range of pupils	11–16
Gender of pupils	Boys
Number of pupils on the school roll	74
Number of part time pupils	0
Number of boarders on roll	175 (includes post-school learners)
Proprietor	Mr Sabir Daji
Headteacher	Mr Mohamed Aswat
Chief Executive	Mr Saeed Patel
Date of previous school inspection	6–8 October 2015
Annual fees (day pupils)	£840
Annual fees (boarders)	£2,400
Telephone number	01924 455762
Website	www.jaamia.org
Email address	school@jaamia.org

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