

Institute of Islamic Education

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

Inspection dates

28–30 November 2017

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
Sixth form provision	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a good school

- Leaders and managers have worked exceptionally well with their team to deal with weaknesses identified at the last inspection.
- Leaders and managers have ensured that all the independent school standards are now met consistently.
- Parents and carers are highly supportive of the work the school does to ensure that their children are safe, happy and achieving well.
- Governors challenge and support school leaders effectively to ensure that the school continues to improve.
- Teachers have good subject knowledge, particularly of the Islamic curriculum.
- Pupils in the sixth form make good progress although the curriculum on offer is currently too narrow.
- Middle leaders make an important contribution to the school's improvement but have not fully developed their roles.
- Adults go to exceptional lengths to enhance the curriculum using a wide range of activities. As a result, the promotion of pupils' personal development is outstanding.
- Pupils are confident and exceptionally well behaved and are eager to learn. Relationships are excellent and older pupils act as good role models for younger pupils.
- Pupils demonstrate good literacy skills in English lessons but these are not consistently applied across all subjects.
- Pupils make good learning and progress from their starting points in a range of subjects, including the Islamic curriculum.
- The quality of teaching is variable. Some lessons do not enthuse and engage pupils as well as others do. Some teachers do not appropriately challenge and support pupils according to their different levels of needs.
- Teachers' assessments of the standard of pupils' work are not checked enough to ensure accuracy.
- 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?

- Improve the effectiveness of leadership and management at all levels by:
 - continuing the work with other schools so that it further strengthens the role of middle leaders and the accuracy of teachers' assessment
 - increasing the range of academic opportunities available for older pupils.
- Improve the quality of teaching across all subjects to secure pupils' stronger progress, by ensuring that:
 - more lessons excite and enthuse pupils
 - all teachers take responsibility for promoting high standards in literacy across all subjects
 - pupils are given challenge and support according to their different levels of need.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher leads a highly cohesive team where high expectations are the norm. All adults are determined that pupils will be given the opportunity to develop both academically and emotionally into good British citizens who uphold values that are both Muslim and British.
- School leaders have ensured through the successful implementation of development plans that all independent school standards are now met and areas of improvement identified at the previous full inspection have been addressed.
- Leaders recognise the importance of continual professional development and adults at all levels are given opportunities to improve their skills. Teachers acknowledge the improvements in their skills following professional development opportunities.
- Leaders' development of opportunities for pupils to take part in a wide range of activities outside their daily curriculum is exceptional. Pupils take part in clubs such as the sewing club where, for example, they make pencil cases with light emitting diodes in them. The information and communication technology (ICT) club is very popular as it allows pupils to keep up to date with events that are happening around the world.
- Pupils' social, moral, spiritual and cultural development is excellent. Pupils learn about their local and other communities, religions and cultures when completing activities such as the local heritage walks and the faith walk. Religious leaders from a wide range of religions gather at the school and share with pupils their values and beliefs to help pupils welcome our diverse society.
- Parents are highly supportive of the work the school does. All parents who responded to Ofsted's Parent View and parent text survey would recommend this school to other parents. They comment that pupils are well spoken, polite and respectful and that staff are kind, helpful and knowledgeable.
- School leaders have worked with a number of local schools resulting in improvements in the quality of teaching. This partnership is not yet fully effective in improving the role of middle leaders or in ensuring the accuracy of assessments.

Governance

- Governors and trustees know their school very well. They are well informed by regular reports they receive from the headteacher, as well as through more informal discussions that take place when they visit the school on a weekly basis. They share the same determination and dedication apparent in the school leadership team of high expectations for all aspects of school life. They recognise the importance of, and encourage, continual professional development for all staff, including themselves, to further all elements of the school's improvement. Governors set aspirational targets for school leaders to achieve and challenge them to explain, where appropriate, why they have not reached them.

Safeguarding

- The arrangements for safeguarding are effective. All staff are regularly and appropriately trained in a range of aspects of safeguarding.

- All new parents and carers receive a school prospectus which gives them detailed information about school life, programmes of study and expectations. The school provides up-to-date and appropriate policies, including, for example, the safeguarding policy, which parents can request.
- Staff have completed 'Prevent' duty training and all visitors read and sign a statement confirming the expectations that visitors will not promote any partisan political views or extremist opinions.
- Pupils have regular visitors in school who help them learn how to keep themselves safe. Recently they learned about the consequence of breaking the law when they discussed knife crime with the local community police officer. Representatives of the National Health Service help pupils learn how to take care of their mental and physical health.
- School leaders complete rigorous checks on older pupils who are new to the school and volunteers, including disclosure barring checks and references. They also ensure that volunteers and older pupils attend child protection training so that they know who to turn to if they have concerns about younger pupils and what signs to look for that may raise concerns.
- School leaders work closely with the local authority so that they are always up to date with current government guidance and any issues that may be relevant to their locality.
- Pupils all say they feel very safe. They know that an independent listener is available to talk to if they need to share any concerns or feelings.

Quality of teaching, learning and assessment

Good

- Teachers have excellent relationships with pupils which means that pupils have the confidence to ask questions and sometimes make and learn from mistakes.
- Pupils have lots of opportunities to read in lessons from a range of texts and frequently read out loud to further support the development of literacy skills. School leaders have invested in electronic book readers to give pupils more opportunities to read and to try to encourage a greater interest in the written word.
- Teachers use questioning extremely well. They question pupils to assess current and previous learning and to challenge them to think for themselves. Teachers comment that their ability to question pupils well has been as a direct result of recent professional training.
- Pupils are given useful feedback during lessons and in books to help them improve their learning and time is given to allow them to reflect on their learning and feedback. Not all teachers promote high standards of literacy across all subjects and this is sometimes reflected in feedback given.
- Teachers have good subject knowledge, particularly so in the Islamic curriculum. They are good at explaining the text and helping pupils to understand the meaning behind the text. They ensure that in these lessons pupils are taught the Muslim values that stem from learning the holy books and how values, such as morality and the rule of law, are part of our British values.

- Teachers generally plan their lessons well, identifying what pupils need to learn.
- In some lessons such as art and science, pupils become extremely enthusiastic about their learning and are encouraged to investigate ideas and solve their own problems. In other lessons, although always eager to learn, some pupils are not always as interested and engaged as they could be.
- Teachers know their pupils well and have a good idea of the different levels of attainment in each class. Occasionally, challenge in lessons is not always at an appropriate level and least-able pupils sometimes struggle to keep up to the high standards set for the higher-attaining pupils.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- School leaders have ensured that through a range of opportunities pupils learn about how to keep themselves safe, physically and mentally. Older pupils willingly take on some responsibility for the safety and well-being of younger pupils.
- Pupils are exceptionally mature and confident individuals. They welcome visitors to their school and are happy to tell them about their school, how proud they are, and how much they enjoy it.
- Pupils who have seen the improvements in the school since the last inspection speak proudly of those improvements. They say how the experiences they have now have improved their personal and social development.
- Pupils devote large amounts of time supporting charities, for example hospices, at times enjoying the opportunity to sell and eat doughnuts while raising money for others.
- Teachers allow pupils the freedom to use the internet to find out about news and sporting events. However, pupils are highly aware of the dangers of using the internet and understand the ways to check for inaccuracies in the information presented.

Behaviour

- The behaviour of pupils is outstanding. They conduct themselves in an exemplary manner throughout the day.
- Pupils are always prompt to lessons, well equipped and ready to learn. They recognise the importance of learning and how it will benefit them in the future.
- Teachers have very little need to intervene in unwanted behaviours. Even when they become excitable and lively, pupils immediately respond to adult direction when asked to focus on another activity.
- Pupils' rates of attendance are high and well above that of other schools nationally with pupils of the same age.

Outcomes for pupils

Good

- From their starting points, pupils make good progress across a range of subjects, including English and mathematics. This has been an improving picture since the last inspection.
- Senior leaders have created a clear set of schemes of work and assessment criteria for the Islamic curriculum. This information about, and the destinations of, pupils following study in the Islamic curriculum demonstrate the good progress they have made.
- The number of pupils gaining a grade 4 or above in 2017 in GCSE English and mathematics exceeded that of other pupils nationally. The number of pupils gaining five GCSEs at grades A* to C, or equivalent, including English and mathematics, also exceeded that of other pupils nationally.
- Pupils' work in books is sometimes stronger in mathematics than in English. However, pupils' starting points for mathematics are generally higher and at GCSE level, outcomes are the same. Pupils make good or better progress in both subjects.
- Pupils achieve exceedingly well in ICT. One hundred per cent of pupils in last year's Year 11 group achieved a GCSE grade C or above.
- Outcomes in science are strong, both at examination level and as seen in lessons and in pupils' books. Pupils are highly engaged in this subject as they undertake experiments and are given the opportunity to investigate and discuss different scenarios and outcomes.
- In history, pupils are not achieving as well as in other subjects. This is evident in their lower attainment than other pupils nationally at GCSE level in 2017, and from the work in their books. The quality of teaching in history is not as strong as it is in other subjects. However, the syllabus was taught over a short period of time.
- Teachers track pupils' achievement carefully and then meet regularly with middle and senior leaders to analyse the information. This information shows that weaker teaching and slower progress in the past mean that some older pupils are not given or able to reach aspirational targets that younger pupils are given. This is improving as the quality of teaching improves.

Sixth form provision

Good

- Students attend the school at age 16 and above to follow the well-organised and well taught Islamic study programme. At the moment, this specialist provision is complemented by advanced levels in Arabic and Urdu. Outcomes demonstrate that from low starting points students' progress is good.
- School leaders manage this provision well. They have ensured that through annual careers fairs, individual discussions and other events, for example, visits to higher education establishments, students aged 16 and above receive good, impartial careers advice.
- Senior leaders have made it clear to these older students that they may study other subjects alongside the Islamic programme should this support them in their ultimate career goal. Recently, students have expressed a wish to senior leaders to continue to

study English and mathematics to a higher examination level. School leaders have recognised the need to increase the range of subjects for students to study. For 2018, students will have the opportunity to study Advanced level courses in other subjects, including English and mathematics.

- Students aged 16 and above achieve outstanding personal development. They take part in exceptionally well-designed enrichment programmes, for example, the Duke of York scheme and volunteer programmes overseas in Germany, Italy and Australia, where they make excellent contributions to other societies and cultures. They are in the process of discovering more about the Duke of Edinburgh award scheme with a view to taking part.
- Students' behaviour and attitudes to learning are exemplary. They are kind and considerate to all, including younger pupils, and act as excellent role models.
- Retention rates for sixth-form students remaining on their programme of study are high, with very few students moving on to other training or employment. Most students move on from this specialist provision to take up roles in appropriate positions such as chaplains and imams. School leaders do not, however, keep sufficiently detailed information on destinations.

School details

Unique reference number	107791
DfE registration number	382/6013
Inspection number	10044408

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	Muslim secondary boys' boarding and day independent school
School category	Independent boarding school
Age range of pupils	11 to 25
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	256
Of which, number on roll in sixth form	54
Number of part-time pupils	0
Number of boarders on roll	190
Proprietor	Sabir Daji
Chair	Sabir Daji
Headteacher	Mohamed Aswat
Annual fees (day pupils)	£1,400
Annual fees (boarders)	£3,000
Telephone number	01924 455762
Website	n/a
Email address	school@jaamia.org
Date of previous inspection	6–8 October 2015

Information about this school

- The Institute of Islamic Education is an independent boarding and day school for Muslim boys and young men between the age of 11 and 25 years. The school is located within the grounds of the Markazi Mosque in Dewsbury.
- Pupils aged 16 years and over study a specialist programme of study in the Islamic sciences, Arabic and Urdu.
- The school received its last full standard inspection in October 2015 when its overall effectiveness was judged to be inadequate. It received a progress monitoring inspection in July 2016 when it was judged that all independent school standards were met.
- The school's aim is to provide exemplary Islamic and academic education in a caring environment. The vision of leaders includes to nurture self-respect and raise self-esteem of its students, enabling them to integrate successfully in our multicultural society, without compromising their Islamic beliefs and values.
- At the time of the inspection there were no pupils who have special educational needs and/or disabilities.
- The Institute is managed by the Society for the Reformation of Muslims of the United Kingdom.
- The headteacher took up his role in 2016, following a short period as acting deputy headteacher.
- The school does not currently have a website.
- The school does not use or offer services to any other education providers.

Information about this inspection

- The inspection was carried out over two and a half days by one of Her Majesty's Inspectors and an Ofsted Inspector.
- The boarding provision was not inspected during this inspection. The safeguarding of boarding pupils and their accommodation were considered during the inspection.
- The inspectors held meetings with senior leaders, middle leaders and teaching staff as well as boarding school staff.
- Pupils' learning and behaviour were observed in all classrooms in both the Islamic and secular subjects, and around the school throughout the day.
- The inspectors spoke to pupils informally and more formally in meetings. The inspectors listened to pupils read in their lessons and spoke to pupils about their work. They asked about their well-being and for their opinion of their school. The work in pupils' books in a range of year groups and subjects was considered.
- Thirteen responses to Ofsted's online questionnaire, Parent View, were received and nine parents responded via text message. Sixteen members of staff completed the staff questionnaire. These opinions were taken into account.
- The inspectors toured the building inside and outside to ensure that the relevant independent school standards were met and that pupils' welfare is taken into account.
- The inspectors examined school documentation, including a range of policies required as part of the independent school standards. Documents relating to safeguarding, behaviour and welfare, as well as health and safety documents, were also studied.

Inspection team

Jo Sharpe, lead inspector

Her Majesty's Inspector

Stuart Cleary

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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