

Imam Muhammad Adam Institute Boys School

372 East Park Road, Leicester LE5 5AY

Inspection dates

14 October 2019

Overall outcome

The school is unlikely to meet all the independent school standards. It is currently operating without registration

Main inspection findings

Part 1. Quality of education provided

Paragraphs 1, 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 3(i), 3(j)

- The curriculum enables pupils to study a broad range of subjects in key stages 2, 3 and 4. Pupils experience linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The curriculum develops pupils' literacy and numeracy skills.
- Appropriate schemes of work are in place. They identify the expected learning that pupils will achieve. Schemes of work take into account pupils' ages, aptitudes and needs.
- The curriculum encourages pupils to be responsible members of the community. For example, pupils learn about global environmental issues. These aspects of pupils' learning are woven through the curriculum. For example, pupils have recently produced pieces of artwork using recycled materials, to reflect their understanding of the pollution caused by plastic.
- The curriculum reflects the school's ethos and encourages respect for others, including those who have the protected characteristics set out in the Equality Act 2010.

Paragraphs 2(2)e, 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(i)

- Pupils receive up-to-date and impartial careers guidance. They are encouraged to consider a wide range of career options. They are well supported in taking their next steps.

Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h)

- The proposed school is currently operating. It was not possible to observe any teaching because the inspection took place during the holiday.
- Teachers' plans consider pupils' prior learning. They assess what pupils know and can do and use this information to plan future learning activities.

- Senior leaders check the quality of teaching in the school. For example, they visit lessons and discuss their observations with staff. They check the quality of learning in pupils' books. Leaders support staff to ensure that teaching is effective.
- Staff have high expectations of pupils' behaviour. Records indicate that learning is rarely disrupted by poor behaviour.
- The school is likely to meet the standards in this part.

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

Paragraphs 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- The curriculum promotes the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and values. The personal, social, health and economic (PSHE) programme covers a wide range of appropriate topics to help prepare pupils for life in modern Britain. Pupils learn about the major world religions and public institutions.
- Pupils are encouraged to distinguish between right and wrong. They discuss how their own behaviour may have a negative impact on others. The school's behaviour policy supports pupils' understanding, for example through the use of rewards and sanctions.
- The PSHE curriculum is complemented by a variety of off-site visits. These help to promote pupils' spiritual, moral, social and cultural development and to widen their experiences. For example, pupils visit different places of worship and the law courts.
- The school's ethos encourages respect for others. The curriculum pays regard to the protected characteristics. For example, pupils learn about different family types and structures.
- Leaders ensure that pupils receive a balanced presentation of views when studying political issues.
- The standards in this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 11

- Arrangements to promote pupils' well-being are not effective. The proprietor has not ensured that the premises provide a suitable environment to ensure pupils' well-being.
- The health and safety policy is not implemented effectively. Regular checks on the condition of the premises are undertaken, but these have not identified areas of concern, such as inadequate lighting and broken windows.
- The safeguarding team is knowledgeable and well trained. It takes appropriate action when concerns are raised. It liaises with external agencies and ensures that concerns are followed up.
- The PSHE curriculum teaches pupils how to keep themselves safe in a variety of situations. For example, pupils learn about the potential dangers of the internet and

drug and alcohol misuse.

- Procedures to follow up pupils' absences, and monitor their well-being when they are absent, are appropriate.

Paragraphs 9, 9(a), 9(b), 9(c), 10

- The school has high expectations of pupils' behaviour. The school has a clear behaviour policy. It uses a system of rewards to encourage good behaviour. The policy sets out the sanctions that will be imposed in the event of pupils' misbehaviour. Records indicate that incidents of challenging behaviour are infrequent.
- The school's anti-bullying policy makes it clear that all forms of bullying are unacceptable. Records indicate that incidents of bullying are extremely rare.

Paragraphs 12, 13

- The school has appropriate policies and procedures in relation to fire safety. The proprietor has commissioned external agencies to conduct thorough fire safety checks. School staff carry out daily, weekly and monthly checks in relation to fire safety.
- The first-aid policy makes responsibilities clear. It is implemented well. Staff are well trained. Records of minor injuries and treatment are detailed.

Paragraph 14

- The proprietor has ensured that staff supervision levels are appropriate.

Paragraph 15

- The school's admission and attendance registers comply with the requirements of the Education (Pupil Registration) (England) Regulations 2006.

Paragraph 16, 16(a), 16(b)

- The school's risk assessment policy does not consider the need to draw up a risk assessment for individual pupils who may need it. It does not consider the need to monitor the suitability of the site. There is no risk assessment in place to monitor the impact of unsuitable classrooms on pupils with health difficulties, for example.
- Risk assessments are in place for a range of activities in which pupils participate, including those that take place off site, such as lunchtime visits to the park.
- The school is unlikely to meet the standards in this part.

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

Paragraphs 17, 18(1), 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(2)(f), 18(3), 18(4), 18(4)(a), 18(4)(b), 18(4)(c), 19(1), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(8)

- The proprietor ensures that comprehensive checks on staff's suitability to work with children are carried out. All necessary checks are complete before staff take up their posts. Arrangements include the possible use of supply staff, should there be any in the future.
- School leaders have undertaken training on staff recruitment.
- The school's single central record logs the checks that have been undertaken.
- The standards in this part are likely to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1)(b), 28(1)(d)

- The school has appropriate toilet facilities, with adequate supplies of hot and cold water.
- The toilets are for use by pupils only. The facilities can be locked from inside.
- The school plans to use a local leisure centre for physical education. Suitable changing and shower facilities are available.

Paragraphs 24(1), 24(1)(a), 24(1)(b)

- The school has a medical room with facilities to cater for the short-term care of sick and injured pupils. It contains washing facilities and is located near to toilet facilities.

Paragraphs 25, 27(a)

- The proprietor has not ensured that all parts of the premises are maintained to a suitable standard.
- One larger classroom does not provide adequate lighting or air circulation to ensure pupils' welfare.
- Not all windows are suitably secured. Some are in a poor state of repair. Some window panes are broken. This presents a risk to pupils' safety.
- Pupils are able to easily access an upstairs storage area. It contains disused equipment and presents a risk to pupils' safety.

Paragraphs 28(1), 28(1)(a), 28(1)(c), 28(2), 28(2)(a), 28(2)(b)

- There are suitable drinking water facilities that are clearly marked.

Paragraphs 29(1), 29(1)(a), 29(1)(b)

- Plans are in place to refurbish an external area to provide facilities for pupils to play within the school grounds.
- Arrangements are in place for pupils to use the local leisure centre for sporting activities.
- Pupils visit the park regularly at lunchtime.
- The school is not likely to meet all the standards in this part.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(e), 32(1)(f), 32(1)(h),

32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g), 32(5)

- The school's website provides appropriate information about the school's provision, ethos and contact details.
- The proprietor has ensured that all the necessary documentation and policies are in place. This includes the school's safeguarding policy, which is published on the school's website.
- Leaders understand their duty to provide parents and carers with written reports of pupils' progress and copies of reports of any inspection of the school's provision.
- The standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

Paragraphs 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)

- The school's complaints policy clearly outlines the action that parents and carers should take if they have a complaint about any aspect of the school's work.
- The policy explains the action that leaders will take in response to a complaint. It outlines the process and timeline that will be followed.
- The standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- The proprietor has not ensured that the school meets the requirements of the independent school standards. Some areas of the premises pose a risk to health and safety. The proprietor has not considered the impact that this may have on pupils' well-being and safety.
- The standards in this part are not likely to be met.

Schedule 10 of the Equality Act 2010

- The proprietor understands and fulfils his responsibilities under the Public Sector Equality Duty and the Equality Act 2010.
- The school is likely to meet the regulations in this part.

Compliance with regulatory requirements

The school is unlikely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

Proposed school details

Unique reference number	147223
DfE registration number	856/6045
Inspection number	10124537

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Other independent school
School status	Independent school
Proprietor	The Imam Muhammad Adam Foundation Ltd
Headteacher	Shaykh Moulana Faheem Ibn Ismail
Annual fees (day pupils)	£1,740 to £1,800
Telephone number	0116 319 2489
Website	www.imai.org.uk
Email address	school@imai.org.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	153
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	0
Total hours operating as a school per week	43.75
Total hours of teaching provided per week	83.75

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	9–16	9–16	9–16
Number of pupils on the school roll	153	175	153

Pupils

	School's current position	School's proposal
Gender of pupils	Boys	Boys
Number of full-time pupils of compulsory school age	153	175
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	0	0
Of which, number of pupils with an education, health and care plan	0	0
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	0

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	16	16
Number of part-time teaching staff	2	2
Number of staff in the welfare provision	0	0

Information about this proposed school

- The Imam Muhammad Adam Institute is currently registered as a mixed school. At the school's last standard inspection in March 2019, it was found to be unlawfully segregating pupils by sex. The proposed school will provide full-time education for boys aged 9 to 11. The proposed school is currently operating without registration. It is operating as a single-sex school.
- The school's headteacher is also the proprietor.

Information about this inspection

- This was the proposed school's first pre-registration inspection.
- The inspection took place during the holidays.
- The inspector met with the proprietor and senior leaders.
- The inspector undertook a tour of the school site, to check the premises against Part 5 of the independent school standards.
- The inspector scrutinised a range of documentation, including the school's curriculum plans and policies relating to safeguarding, behaviour, anti-bullying, health and safety, first aid and complaints.
- The inspector checked the school's single central register.

Inspection team

Deborah Mosley, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that–
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 16 The standard in this paragraph is met if the proprietor ensures that–
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 5. Premises of and accommodation at schools

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 27 The standard in this paragraph is met if the proprietor ensures that–
 - 27(a) the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein;

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

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