

Imam Muhammad Adam Institute Boys School

372 East Park Road, Leicester LE5 5AY

Inspection dates

14 October 2020

Overall outcome

The school is likely 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 school's curriculum policy clearly sets out the school's vision, and primary and secondary curriculums. The school's curriculum enables pupils to study a wide range of subjects in all key stages. Pupils experience linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Detailed schemes of work are in place for each subject, for each year group. They are based on the national curriculum.
- Considerable emphasis is placed on developing pupils' reading skills and encouraging a love of reading. Pupils have discrete reading lessons. Pupils with whom the inspector spoke said that they enjoyed reading a wide variety of books. A typical response was: 'Reading can take you anywhere.'
- The personal, health, social and economic (PSHE) curriculum reflects the school's ethos and encourages pupils to be responsible members of the community. Pupils learn about the importance of mutual respect, including for 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)

- Secondary-aged pupils receive up-to-date and impartial careers guidance that enables them to make informed choices about their next steps. Staff support pupils to apply to post-16 providers, for example, by holding mock interviews. All pupils in Year 11 have a one-to-one conversation with the careers coordinator.

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

- The proposed school is currently operating. The lead inspector visited all classes. The inspector observed positive relationships between staff and pupils. Pupils were interested in the work and keen to do well.

- Leaders support teachers to develop their subject knowledge. Teachers take part in subject networks and online forums to maintain an up-to-date understanding of their subject.
- Teachers and pupils use a range of appropriate resources in lessons. For example, leaders have invested in up-to-date textbooks to support pupils' PSHE education.
- Senior leaders check the quality of teaching in the school. They visit lessons and discuss their observations with teachers to help them improve their practice. Leaders hold teachers to account, for example in meetings where they discuss pupils' progress and attainment.
- Teachers consider pupils' prior learning when planning lessons. They provide opportunities for pupils to recall and develop their knowledge and understanding.
- Leaders have ensured that appropriate assessment frameworks are in place. These take into account pupils' different ages and aptitudes.
- Teachers have high expectations of pupils' behaviour. Pupils are keen to meet these expectations. Records indicate that pupils behave well.
- 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 school's ethos and curriculum promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Pupils told the inspector about the importance of treating others with respect and kindness 'no matter what they believe in'.
- Pupils learn about the difference between right and wrong. They understand that their actions have consequences. They are keen to behave well and to act responsibly. The school's behaviour policy emphasises rewarding positive behaviour. Pupils appreciate earning merits. Equally, pupils recognise and accept the school's system of sanctions.
- Pupils take part in off-site visits that help to prepare them for life in modern Britain. For example, pupils described a visit to a local church. A planned visit to a large online retailer was cancelled due to COVID-19 restrictions, so leaders have adapted this to a virtual tour to ensure that pupils get a range of experiences.
- Leaders ensure that pupils receive a balanced presentation of views when learning about political issues. They check that external providers deliver appropriate material.
- The school is likely to meet the standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- Leaders have put in place a comprehensive safeguarding policy that pays due regard to the guidance issued by the Secretary of State. It is regularly reviewed and updated accordingly. The policy is published on the school's website.
- Staff are well trained and understand their responsibilities to safeguard pupils and to promote their well-being.

- Leaders have considered the safeguarding risks that are pertinent to the local area. They have sought advice from local experts and have made sure that staff are vigilant in their work to protect pupils.
- The curriculum ensures that pupils learn about how to safeguard themselves against risk. Pupils say that they feel safe in school and know that they can seek support should they have concerns.

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

- Leaders have high expectations of pupils' behaviour and have put in place a clear behaviour policy that pupils understand and respect.
- Leaders keep detailed records of any concerns and monitor patterns in pupils' behaviour so that they can provide support to pupils who may need it. Incidents of poor behaviour are few.
- There is a clear anti-bullying policy. Pupils say that bullying does not happen at the school. They are confident that staff would deal with it effectively if it did occur.

Paragraphs 11, 12, 13

- The health and safety policy is implemented effectively. For example, daily and weekly site-maintenance checks are recorded, and any concerns are promptly addressed.
- The school has robust procedures in relation to fire safety. External agencies carry out fire-safety checks. Leaders undertake regular checks of the site and equipment to ensure that the school complies with the Regulatory Reform (Fire Safety) Order 2005.
- Leaders have put in place a first-aid policy. A trained coordinator monitors the implementation of the policy. For example, she monitors the administering of pupils' medication and ensures that accurate records are kept.

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.

Paragraphs 16, 16(a), 16(b)

- The school's risk assessment policy is comprehensive and implemented effectively. The need to put in place risk assessments for individual pupils, for example those with health needs, is considered in the school's risk assessment policy. Pupils with individual risk assessments are closely monitored.
- Off-site visits are risk assessed and clear guidance is given to staff to promote pupils' well-being.
- The school is likely 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) and 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. The school does not currently employ supply staff. Leaders understand their duty to ensure that appropriate checks are made on any supply staff that the school may use in the future.
- The checks which have been undertaken are recorded on the school's single central record.
- School leaders have undertaken training on staff recruitment.
- The school is likely to meet the standards in this part.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)

- Leaders have ensured that the school has appropriate toilet facilities, which are provided for the sole use of pupils. The toilets can be locked from the inside.
- There are adequate supplies of hot and cold water within the toilet facilities.
- The school uses a local leisure centre for physical education (PE) and swimming. Suitable changing and shower facilities are available.
- Drinking water facilities are readily available for pupils' use. Facilities are clearly labelled. Pupils can access the drinking water at all times.

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 26, 27, 27(a), 27(b)

- Acoustic conditions in classrooms and other teaching spaces are suitable. The lighting in each room is appropriate.
- External lighting is provided to ensure safe access and egress.

Paragraph 25

- The school premises and the accommodation and facilities provided are well maintained. Leaders check site maintenance regularly and quickly respond to any maintenance issues that arise.
- The school is likely to meet 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) and 32(5)

- The proprietor has ensured that all required information is published on the school's website. Plans are in place to develop the school's website further.
- Leaders understand their responsibility to provide information to the local authority should it be required.
- Leaders provide parents with an annual report of each pupil's attainment and progress. The report also provides information about attendance, punctuality and behaviour.
- The school is likely to meet the standards in this part.

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) and 33(k)

- The school's complaints policy clearly sets out how complaints are handled. It outlines the actions that parents should take if they have a complaint about any aspect of the school's work.
- The school is likely to meet the standards in this part.

Part 8. Quality of leadership in and management of schools

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

- At the last pre-registration inspection, a number of the independent school standards were judged to be unlikely to be met. Leaders have taken effective action to ensure that all the independent school standards are now likely to be met. They have sought and acted on external advice and continue to review their work to maintain adherence to the standards.
- Leaders have ensured that the site is fit for purpose, and they carry out frequent and regular checks to ensure that it is well maintained. They have invested in considerable refurbishments and improvements, with pupils' best interests in mind. For example, they have installed a large area of artificial grass to provide a suitable external area for pupils to play and to take PE lessons. Leaders have improved the quality of one of the classrooms by installing new lighting and an air-circulation unit. They have replaced many of the windows and have ensured that all are fitted with safety restrictors.
- The proprietor has ensured that leaders are appropriately trained to be effective in their roles.
- Leaders promote pupils' well-being in all aspects of their work.
- The school is likely to meet the standards in this part.

Schedule 10 of the Equality Act 2010

- Arrangements are in place to meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.
- The school is likely to meet the standards in this part.

Compliance with regulatory requirements

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

Proposed school details

Unique reference number	147223
DfE registration number	856/6045
Inspection number	10154377

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	Faheem Sader
Headteacher	Faheem Sader
Annual fees (day pupils)	£1,920 to £1,980
Telephone number	0116 319 2489
Website	www.imai.org.uk
Email address	school@imai.org.uk
Date of previous standard inspection	14 October 2019

Provider already operating

Number of pupils of compulsory school age	139
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	38.75

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	9 to 16	9 to 16	9 to 16
Number of pupils on the school roll	139	175	155

- The inspector considered the size of classrooms when determining the recommendation for the total number of pupils. This was agreed in discussion with the proprietor during the inspection.

Pupils

	School's current position	School's proposal
Gender of pupils	Boys	Boys
Number of full-time pupils of compulsory school age	139	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 a statement of special educational needs or an education, health and care plan	0	0
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	0	0

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	10	10
Number of part-time teaching staff	6	6
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, The Imam Muhammad Adam Institute Boys 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.
- The proposed school is located at 372 East Park Road, Leicester.
- The proposed school is an Islamic school.

Information about this inspection

- This was the proposed school's second pre-registration inspection.
- The inspector met with the proprietor and senior leaders and spoke with staff.
- The inspector met with pupils from all year groups.
- 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

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