

Inspection of The Imam Muhammad Adam Institute School

97 Bridge Road, Leicester, Leicestershire LE5 3LD

Inspection dates: 22–24 June 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Pupils enjoy coming to this improving school. They feel safe and are well cared for. Relationships between pupils and adults are positive. Incidents of bullying are extremely rare. There are many adults to help pupils, should they have a worry. One pupil said, 'The teachers are always here if we need anything.'

Pupils behave very well. Incidents of low-level disruption are rare. Most pupils are enthusiastic and answer teachers' questions readily. Pupils are polite and respectful towards visitors. For example, they hold doors open and say 'good morning'.

Pupils study a broad range of GCSE subjects. They work hard and achieve very well. They have ambitious plans for their futures. Many pupils aim for careers in science and medicine. Leaders are raising pupils' aspirations. They have high expectations for every pupil.

Pupils are being prepared well for life in modern Britain. They understand different faiths and cultures. There are chances for pupils to visit places of interest locally and further afield. Pupils relish these trips and would like more of them. They would also like to experience more sports clubs and creative activities.

What does the school do well and what does it need to do better?

The proprietor is also the headteacher. He has ensured that subject leaders have created an ambitious and well-designed curriculum. In computer science, leaders have thought carefully about what pupils need to know in each key stage. Important vocabulary and ideas are made clear. Teachers have good subject knowledge. Teachers implement the intended curriculum well.

Teachers use assessment wisely. They use a mixture of frequent quizzes and tests to check for any gaps in pupils' knowledge. More formal, end-of-unit tests are also used. These help to check how well pupils have remembered content over a longer period of time.

Leaders understand the importance of teaching pupils to read. One leader said, 'Reading is everything. If they can't read, they won't be able to access the rest of the curriculum.' Pupils who were unable to read at the start of Year 1 can now do so fluently. Staff have developed a love of reading among the pupils. Pupils read frequently. Many pupils choose to read for pleasure at home and during break and lunchtimes. There is a good range of books for pupils to choose from. However, some pupils have reading books that are too easy for them.

Leaders promote pupils' personal development well. The personal, social, health and economic (PSHE) curriculum helps pupils to understand British values. Pupils can talk confidently about democracy, the rule of law, and respect for others. They understand the difference between right and wrong. Leaders have successfully introduced the relationships, sex and health education curriculum. This curriculum

teaches pupils to be tolerant of others who may be different. This includes those who meet the protected characteristics of gender reassignment and sexual orientation.

The proprietor had begun to plan for pupils to develop their own talents and interests. The impact of COVID-19 (coronavirus) has prevented staff from starting any clubs and activities. Pupils said they would like the chance to play new sports, learn a musical instrument and sing.

Leaders provide pupils with unbiased information about their future education, employment and training. Pupils receive information from a variety of different colleges and about different apprenticeships. Leaders are aware that some pupils may be better suited to vocational courses. Staff help pupils to write application letters and CVs. They provide mock interviews that enable pupils to prepare and to practise answering questions. There are opportunities for pupils to have work experience placements.

Some pupils need extra support to achieve well. For example, they need extra help with their work or to meet their social and emotional needs. There are some basic plans in place to record this information. Occasionally, these plans are not detailed enough. They are not always shared with parents or staff.

Pupils behave very well. They enjoy receiving house points and merits for working hard and behaving well. Their attitudes to school are positive. They are proud of their work. Most pupils show an eagerness to contribute in lessons. Their attendance is high. They are punctual at the start of the day.

The proprietor has ensured that all the independent school standards are met. The premises are maintained to a good standard. An appropriate fire-risk assessment is in place. There is a suitable space for the short-term care of sick or injured pupils. There are separate toilets for pupils aged over eight. The hot water does not pose a risk of scalding. Pupils in Years 3 to 6 walk to a local park for exercise at lunchtime. They walk sensibly to and from this park. Appropriate policies are in place. These include policies for risk assessment, behaviour and first aid. The safeguarding policy contains up-to-date guidance. It is available for parents to download from the school's website. The school complies with schedule 10 of The 2010 Equality Act.

Leadership at all levels is strong and is improving. The proprietor has recently ensured that the senior leaders have defined roles and responsibilities. This means that they are held to account for their actions. The proprietor is kept up to date with what is happening at the school. He holds frequent meetings with the senior leaders. Teachers told us they now know which leader to go to with a concern or question. Leaders are sensitive to the workload and well-being of staff. Staff enjoy the training opportunities they are given. They enjoy working at the school and are proud to do so.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding leaders have received relevant training. They are knowledgeable about current issues. These include county lines drug trafficking and knife crime. Leaders keep suitable safeguarding records. These are passed to relevant outside agencies where appropriate.

Staff have received a good range of training. They know about the 'Prevent' duty, child sexual exploitation and female genital mutilation. They know how to spot the potential signs of abuse and neglect. Policies contain contact details for the police and local authority safeguarding teams.

The single central register meets current requirements. Staff cannot work at the school until all the necessary checks have taken place.

What does the school need to do to improve? (Information for the school and proprietor)

- Not all pupils have reading books that are matched to their reading ability. Some books are too simple. Pupils can read them easily. This can limit and slow their progress through the reading curriculum. Leaders should ensure that pupils' reading books are at the correct level of challenge.
- Not all pupils who require extra help have a structured plan. It is therefore unclear what extra help they need, who will provide it and when it will be reviewed. Leaders should ensure that plans explain to staff and parents what the pupils' needs are and what is being done to support them.
- Pupils do not receive frequent enough opportunities to develop their own interests and talents. This limits their chances to be creative or play new sports. Leaders should ensure that pupils are given more opportunities to hone existing skills and learn new ones.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	137561
DfE registration number	856/6011
Local authority	Leicester
Inspection number	10197810
Type of school	Other independent school
School category	Independent school
Age range of pupils	5 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	185
Proprietor	Faheem Sader
Headteacher	Fahim Sader
Annual fees (day pupils)	£1,920 primary, £1,980 secondary
Telephone number	01163 192489
Website	www.imai.org.uk
Email address	school@imai.org.uk
Date of previous inspection	12–14 March 2019

Information about this school

- The Imam Muhammad Adam Institute is registered as a mixed school. There are boys and girls in Years 1 to 4 and girls only from Years 5 to 11.
- There are no pupils with special educational needs and/or disabilities, or who have an education, health and care plan.
- The school is an Islamic school.
- The school does not use the services of any alternative providers.
- The proprietor is also the headteacher. There are two different spellings for this person's name provided on the Department for Education website, 'Get information about schools'.
- The previous standard inspection was in March 2019. There have also been two progress monitoring inspections in December 2019 and November 2020. The school was found to have unmet standards at these monitoring inspections.

Information about this inspection

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

We checked the school's compliance with the independent school standards. This included touring the school's premises and looking at various documents and policies.

This was the first routine inspection the school received since the COVID-19 pandemic began. We discussed the impact of the pandemic with the school, and have taken that into account in our evaluation.

- We looked closely at the quality of education in computer science, reading and phonics, PSHE and science. This involved talking with the subject leaders, visiting lessons, viewing samples of pupils' work and speaking with pupils about their learning.
- We spoke with the subject leaders and examined curriculum plans and pupils' work in mathematics and art.
- We scrutinised various documents and records relating to safeguarding. We checked the single central register and the school's recruitment procedures.
- We held various meetings with the proprietor, senior leaders and other staff. We spoke with pupils from each key stage and visited all classrooms. We observed pupils during social times.
- There were 72 responses to Ofsted's pupil questionnaire, 13 responses to Ofsted's staff questionnaire and three responses to Ofsted Parent View that were taken into consideration. We spoke with parents at the end of the day.

- An interpreter accompanied us for some inspection activities on the first full day of the inspection.

Inspection team

Peter Stonier, lead inspector

Her Majesty's Inspector

Helen Williams

Her Majesty's Inspector

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