

# Institute of Islamic Education

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

## Inspection dates

8 and 9 June 2022

### Overall outcome

**The school does not meet all of the independent school standards that were checked during this inspection**

### Residential provision outcome

**The school does not meet all of the national minimum standards that were checked during this inspection**

## Main inspection findings

### Part 3. Welfare, health and safety of pupils

#### *Paragraph 7, 7(a), 7(b), 8, 8(a), 8(b)*

- At the previous inspection, inspectors found that safeguarding continued to be ineffective. They found that leaders did not recognise when there is a serious safeguarding concern, or make referrals to the appropriate agency in a timely manner. Inspectors found that some safeguarding systems were weak, such as those which would support effective analysis relating to pupils' safety.
- At this inspection, it was found that safeguarding records for more serious and complex cases are still not as thorough as they need to be. There are weaknesses in the chronology of events and a lack of clarity about the actions taken. Some records are incomplete or not up to date. As a result, it is not always clear what actions have been taken, and when. The records in these cases do not provide sufficiently clear and unambiguous detail to ensure that pupils receive the right support at the right time. It is a confusing and laborious task to piece the case details together. This militates against efficient and timely support for pupils. Records would not provide clarity for any external professional body who needed to access them, and would not be helpful if the designated safeguarding lead were absent or unavailable. As a result, pupils' welfare is not safeguarded effectively.
- Leaders continue to fail to act with sufficient understanding of when there are serious safeguarding concerns. During this inspection, inspectors identified a significant safeguarding concern which had not been identified as such, or acted upon appropriately. Leaders have not had 'eyes on' a pupil who has not been attending school for several months. This pupil remains on the school roll. Leaders have been too ready to place responsibility for the resolution of this case with the children's social care team at

the local authority. Leaders have not checked with the local authorities concerned to make sure that the pupil is being safeguarded.

- Although leaders are monitoring instances of poor behaviour and bullying at an individual pupil level, they are not analysing this information at a whole-school level. Consequently, opportunities to identify patterns and trends of behaviour and bullying, repeat perpetrators and victims, and possible links between them, are not taken. This means that leaders are not doing all they can to safeguard the welfare of pupils.
- Leaders have not carried out sufficient checks on a volunteer for a front-line safeguarding role, where there is unsupervised access to pupils. Leaders have not checked that the volunteer's qualifications are appropriate and sufficient for such an important role. They have not checked what recent and relevant training has been completed by the volunteer. There is no formal supervisory protocol in place to ensure that the volunteer is taking the right decisions about any safeguarding information shared with them by pupils. Leaders have not satisfied themselves that relevant information provided by the volunteer for this role is accurate. Inspectors found discrepancies between the information that was provided on applicant documentation, on school documentation, and in the information provided by the volunteer.
- Leaders have not been notifying the local authority as a matter of course when pupils are deleted from the school roll. Leaders believe that the local authority (LA) only need to be contacted when a pupil is potentially a child missing education (CME). In these cases, leaders have completed CME referrals to the LA. However, they do not notify the LA when a pupil's destination is known, such as another school. Leaders did not respond with sufficient urgency when the LA asked them for information about pupils who had left the school roll. During the inspection, leaders sent details of pupils who have been deleted from the school admissions register to the LA.
- Some aspects of the school's safeguarding arrangements have improved since the previous inspection. For instance, the electronic system for recording safeguarding concerns is in place. Staff feel confident in its use. In addition, staff have a secure understanding of the process to follow should they be concerned about the conduct of an adult. The pupils spoken to by inspectors said that they feel safe in school. Leaders have established a relationship with the local authority designated officer and are in discussions about arranging in-school training to strengthen their understanding of managing allegations against adults.
- These standards were not met at the previous inspection and remain unmet.

#### *Paragraph 15*

- Leaders are not compliant with the relevant pupil registration legislation or the Secretary of State's guidance on admissions. They do not notify the LA when pupils are deleted from the school roll. Inspectors found that the LA asked the school to provide up-to-date admissions information in March 2022, but this was only actioned when inspectors raised the matter of deletions from the admissions register during this inspection.
- This standard was met at the previous inspection but is now unmet.

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

- Leaders provided a number of risk assessments for identified risks. In some cases, these provide an appropriate level of detail of how leaders propose to minimise risk in these areas.
- However, following a serious incident in the pupils' toilets, leaders have not reviewed their risk assessment. Leaders say that they have taken some actions, but these have not been incorporated into the risk assessment. The incident in question happened recently and, as such, leaders ought to have acted with a greater sense of urgency to safeguard the welfare of pupils. Also, the accident log records a case of a pupil being pushed into a window by another pupil, necessitating hospital treatment. There is no risk assessment in response to this incident.
- Leaders have not considered the risk of appointing a volunteer to a front-line safeguarding role, where pupil disclosures could be made, without checking the status of their qualifications and recent, relevant training. There is a lack of clarity from leaders about the exact nature of this role. Consequently, there is some risk attached to the efficacy and safety of this role, which should have been mitigated through a risk assessment.
- These standards were not met at the previous inspection and remain unmet.

Part 8. Quality of leadership in and management of schools

*Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- At the previous inspection, inspectors found that there continued to be stark safeguarding failures. It was found that there was a disconnection between staff having received training, and being able to apply this knowledge in a sufficiently timely way.
- There have been some improvements in leaders' safeguarding practice, such as the embedding of systems for the single central record, the recording of safeguarding concerns electronically, and the engagement with the local authority designated officer.
- The proprietor knows that the school's priority is safeguarding. He reports meeting with senior leaders to gain an understanding of the school's safeguarding performance.
- The chair of the executive board has an understanding that there needs to be an ongoing focus on safeguarding. However, the extent to which this is shared across the senior leadership team is more varied. Leaders are not uniformly acting with sufficient alacrity or tenacity in response to safeguarding situations. They still do not recognise some situations as serious safeguarding matters.
- It is a worry that leaders do not accept that the concerns expressed about the role and management of volunteers in front-line safeguarding roles are valid. This does not provide any reassurance that leaders have demonstrated that they have the skills and knowledge to meet the independent school standards consistently.
- These standards were unmet at the previous inspection and remain unmet.

## The national minimum standards that were assessed during this inspection

### *Standard 11*

- Children and young people like the staff and say they can talk to them if they have a concern. However, this is not always evident. For instance, the school's safeguarding records show that a child had suffered bullying and abuse from another child for some time before he felt able to express his concern to a member of staff. Clearly, not all children feel able to talk to staff about their concerns.
- Children are asked to write statements about the abuse and assaults they have allegedly suffered or been witness to. This is contrary to good safeguarding practice because children are being asked to relive trauma by writing these accounts down. This may also contaminate evidence for any potential investigation by external agencies. Furthermore, it is not in line with the school's own safeguarding policy.
- These standards were unmet at the previous inspection and remain unmet.

### *Standard 12.1*

- Leaders and staff are aware of current guidance in relation to searching children. Children confirm that staff follow current guidance. However, the behaviour policy only provides an electronic link to the Department for Education's guidance: 'Searching, screening and confiscation at school.' There is no school policy about how the school manage the searching of children and their property.
- This standard was unmet at the previous inspection and remains unmet.

### *Standard 11, 13.3, 13.4, 13.5, 13.7, 13.8 and 13.9*

- The arrangements for the safety of children at this school are not effective. Leaders and managers have made some improvements to safeguarding processes, but there have been further serious incidents of violence and sexual assault between children. Leaders have not taken a strategic overview of safeguarding. For example, they have not looked at patterns and trends, and implemented any learning from such a review. Children and young people continue to be at risk of harm.
- Volunteers with full access to children and young people have not been properly vetted. For example, a volunteer's curriculum vitae has not been properly reviewed to check its accuracy. Furthermore, this volunteer has been recruited to undertake safeguarding work in the school. The volunteer has not had recent training to ensure that their knowledge of safeguarding children is current.
- The chair of the executive board is driving change forward but accepts there is more to do. The executive headteacher does not have a good understanding of how to keep children safe. For example, he has recruited a volunteer without the proper checks being completed. He does not understand the reasons why a person with full access to children, and is advising on safeguarding matters, should be required to undergo full background checks and complete the relevant training relevant to safeguarding children.
- Leaders and staff have failed to maintain vigilance of children. For example, they were not aware of a serious assault by pupils on another pupil. Leaders and staff have also shown a lack of professional curiosity in this matter.
- The safety plan for a child who disclosed that he was sexually assaulted states that a specific keyworker will complete daily welfare checks on the child when they return to

school. However, there are no records of daily welfare checks by the keyworker having been completed. The keyworker states that he did have regular discussions with the child and no concerns were raised. It is important to record these meetings as part of good safeguarding practice, ensuring that any concerns are identified quickly.

- Despite implementing a new electronic system for the recording of safeguarding concerns and actions, records are still of poor quality. They lack the necessary detail and clarity. They are not accurate and sometimes contradictory to personal accounts. Clear, detailed, and accurate safeguarding records are essential for good safeguarding practice, yet this is not in place.
- These standards were unmet at the previous inspection and remain unmet.

#### *Standard 18.1*

- Complaints are recorded in a chronological format. However, records of complaints lack sufficient detail. For example, they do not state whether the complainant was satisfied with the outcome and not all responses are dated. Nevertheless, complaints are dealt with quickly.
- This standard was unmet at the previous inspection and remains unmet.

#### *Standard 8, 12.2, 17*

- Children are polite and helpful. Behaviour of children is generally good. Children have good relationships with each other and say the best part of being in boarding is staying with their friends. They say they like the food. Changes have been made because of children's views. For example, children have more choice of snacks in the tuck shop.
- These standards are met at this inspection: 12.2 was unmet at the previous inspection.

## **Compliance with regulatory requirements and national minimum standards for boarding schools**

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards'), the national minimum standards for boarding schools and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

## School details

Unique reference number	107791
Social care unique reference number	SC041298
DfE registration number	382/6013
Inspection number	10242516

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.

The inspection of residential 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	Other independent school
School status	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	250
Of which, number on roll in sixth form	98
Number of part-time pupils	0
Number of boarders on roll	173
Proprietor	Sabir Ahmed Ebrahim Daji
Chair	Ashfaque Choudary
Headteacher	Yusuf Seedat
Annual fees (day pupils)	£1,400
Annual fees (boarders)	£3,000
Telephone number	01924 455762
Website	<a href="https://jaamia.co.uk/">https://jaamia.co.uk/</a>
Email address	<a href="mailto:school@jaamia.org">school@jaamia.org</a>
Date of previous standard inspection	11 to 13 February 2020

### **Information about this school**

- The school is situated on the same site as the Makazi Mosque.
- The school does not use any alternative provision.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards (ISS), the national minimum standards (NMS) for boarding and other requirements that it was judged to not comply with at its previous inspection.
- The inspection was conducted without notice. It was an integrated inspection of the school and the boarding provision, carried out jointly by school inspectors and social care regulatory inspectors.
- Inspectors met with the executive headteacher, the head of boarding and other senior leaders. An inspector met the chair of the executive board, and spoke on the telephone with the proprietor. Inspectors spoke with staff and pupils. An inspector spoke with the local authority designated officer.
- Inspectors had a tour of the school and the boarding provision. They reviewed a range of documents relating to the ISS and NMS, that were the focus of this inspection. Inspectors reviewed safeguarding processes and held several meetings to discuss safeguarding policy and practice.

## Inspection team

Steve Shaw, lead inspector	Her Majesty's Inspector
Alison Aitchison	Her Majesty's Inspector
Jo Vyas	Social Care Regulatory Inspector
Michelle Bacon	Social Care Regulatory Inspector

## **Annex. Compliance with regulatory requirements**

### **The school does not meet the following independent school standards**

*Standards that were not met at the previous inspection and remain un-met at this inspection*

#### **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.
- 8 Where section 87(1) of the 1989 Act[11] applies in relation to a school the standard in this paragraph is met if the proprietor ensures that
  - 8(a) arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and
  - 8(b) such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Students under Eighteen by Further Education Colleges.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration)(England) Regulations 2006.
- 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 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.

## **The school does not meet the following national minimum standards for boarding schools**

*Standards that were not met at the previous inspection and remain un-met at this inspection*

- The school ensures that:
  - arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - such arrangements have regard to any guidance issued by the Secretary of State.

(NMS 11)

- The school's leadership and management demonstrate good skills and knowledge appropriate to their role. (NMS 13.3)
- The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met. (NMS 13.4)
- The school's leadership and management and governance actively promote the wellbeing of pupils. (NMS 13.5)
- The school follows and maintains the policies and documents described in Appendix 1. (NMS 13.7)
- The records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate. (NMS 13.8)
- The issues specified in Appendix 3 are monitored, and action is taken to improve outcomes for children as appropriate. (NMS 13.9)

*Standards that were met at the previous inspection, but are now judged to be not met at this inspection*

- The school has and consistently implements a written policy to promote good behaviour amongst pupils: This policy includes:
  - measures to combat bullying, including cyber bullying, and to promote positive behaviour;
  - schools rules;
  - disciplinary sanctions;
  - when restraint, including reasonable force, is used and how this will be recorded and managed; and
  - arrangements for searching pupils and their possessions. (NMS 12.1)

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)  
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