

Inspection of The Imam Muhammad Adam Institute School

97 Bridge Road, Leicester, Leicestershire, Leicester LE5 3LD

Inspection dates: 12 to 14 November 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Good
Does the school meet the independent school standards?	Yes

What is it like to attend this school?

Pupils are very happy at this school. They thrive in this welcoming and friendly environment. Pupils have strong relationships with staff and feel cared for and safe. Pupils behave exceptionally well. They treat each other and adults with the highest levels of respect, and they support the well-being of one another. Older pupils look after the younger pupils, ensuring that the school is a harmonious place to be.

High aspirations and ambition permeate every aspect of this school. This is reflected in pupils' positive attitudes to learning and the high-quality work they produce. Pupils rise to the school's high expectations. They achieve well academically and socially.

Many parents and carers refer to the school as an 'excellent, safe and caring environment'. Pupils and staff agree. This is a place where differences are celebrated and everybody is of equal importance.

Pupils' learning is enhanced by memorable experiences, including visits to pottery painting studios and places of worship. Pupils make a positive contribution to the life of the school and to the wider community. For example, they collect food and clothes to donate to local food and clothing banks. This enhances their understanding of the importance of giving to those less fortunate than themselves.

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

The school has designed a broad and rich curriculum. It has identified the important knowledge that pupils will learn over time. Teachers are experts and passionate about their subjects. They have excellent subject knowledge across all subject areas. They use this, alongside their high-quality questioning skills, to deepen pupils' learning. The school identifies pupils' needs well. This includes pupils who may have special educational needs and/or disabilities. Teachers routinely check for gaps in pupils' knowledge but are not consistently effective in addressing these. Teaching in some lessons moves on before pupils have sufficient understanding. This means that pupils are not as well prepared as they could be for future learning.

The school fosters a love of reading among pupils. It ensures that books are of a high quality and match pupils' interests. Pupils become fluent readers. Their reading journey begins with effective phonics teaching. Pupils learn letter sounds and become increasingly skilled at blending them to read words. They read their phonics-matched books accurately. If pupils need more help, staff support them well to catch up. Secondary-age pupils show in-depth understanding of complex texts. For example, when studying Shakespeare, they engage in mature discussion about Romeo's character and the themes of his fate.

Pupils behave exceptionally well in lessons and during social times. They are wholly committed to their education and take great pride in their achievements. Pupils' enjoyment of school is reflected in their high attendance.

The school considers the personal, social and health education (PSHE) curriculum carefully. Pupils learn about a wide range of different religions through lessons and visits. They consider differences between themselves and others, celebrating their own individual identities. Pupils speak with utmost respect when discussing diversity. The programme to support pupils' wider development is constructed cohesively. Pupils work closely with staff to try new activities through the school's 'enrichment' lessons. These enhance pupils' understanding of important life skills. While some pupils access extra-curricular activities, these are somewhat limited. Some pupils do not have many options to broaden their interests and talents. Pupils say they would like more opportunities to get involved beyond the classroom.

Pupils receive high-quality careers advice that prepares them well for their next steps in education and future employment.

The school has well-established systems and procedures to make sure that the site is safe for pupils and staff. Rigorous health and safety checks are made routinely. The school identifies relevant hazards that may affect pupils and staff, such as when travelling or during the daily walks to the park. Sensible mitigations are in place to reduce these risks.

Staff are incredibly proud to work at the school and of the difference they make to pupils' lives. Staff welcome and value the consideration given to their workload and well-being. There is a shared sense of joy and privilege about being part of the school team. The school engages positively with parents to further support pupils' education. Frequent communication is a successful part of this productive relationship. Parents are kept well informed of their child's progress.

The proprietor has ensured that all the independent school standards are met securely and consistently. The school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

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

- In lessons, teachers do not check pupils' understanding consistently before moving learning on. This means that some gaps in pupils' knowledge are not resolved fully, and the next steps are not learned securely. The school should ensure that teachers check pupils' understanding fully before they introduce new learning, so that pupils know and remember more in each subject.
- The school does not offer a wide variety of experiences to develop pupils' talents and interests. Pupils' wider experiences are somewhat limited. The school should ensure that pupils benefit from a wide range of curriculum activities that support

their personal development and help them to explore what they are good at and things they enjoy doing.

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 information from Ofsted Parent View 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.

School details

Unique reference number	137561
DfE registration number	856/6011
Local authority	Leicester
Inspection number	10322500
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	229
Number of part-time pupils	0
Proprietor	Fahim Sader
Headteacher	Fahim Sader
Annual fees (day pupils)	£2,100 to £2,160
Telephone number	0116 276 7600
Website	www.imai.org.uk
Email address	school@imai.org.uk
Dates of previous inspection	22 to 24 June 2021

Information about this school

- The Imam Muhammad Adam Institute School is registered as a mixed school. There are boys and girls in Years 1 to 4 and girls only from Years 5 to 11.
- The school is an Islamic school.
- The school does not make use of alternative provision.
- The proprietor is also the headteacher.

Information about this inspection

Inspectors 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.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher and a range of staff. The lead inspector met with the proprietor, who is also the headteacher.
- Inspectors carried out deep dives in these subjects: reading, mathematics, computer science and PSHE. For each deep dive, inspectors spoke with subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils and looked at samples of their work. Inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector completed a tour of the premises, accompanied by a school leader, to check the school's compliance with the standards.
- Inspectors considered the views of parents through their responses to Ofsted's online survey for parents, Ofsted Parent View. They also considered the views of staff through discussions. Inspectors considered the views of pupils through discussions and through Ofsted's online survey for pupils.

Inspection team

Kirsty Norbury, lead inspector

His Majesty's Inspector

Christine Horrocks

Ofsted Inspector

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