

M A Institute

Independent School

Inspection report

DCSF Registration Number	3806115
Unique Reference Number	134386
Inspection number	316844
Inspection dates	13 – 14 November 2007
Reporting inspector	Sheila Ann Boyle AI

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

MA Institute is an independent secondary day school for boys aged 11 to 16 years. It is situated in the predominantly Muslim populated area of Manningham in Bradford. It admits boys, mainly of Pakistani origin. The Institute provides secondary education based on National Curriculum subjects, with the addition of Islamic studies, Arabic and Urdu. At the time of the inspection, there were 89 pupils on roll, in Years 7-11. No pupils have a statement of special educational needs (SEN) and none are at the early stages of acquiring English. The Institute opened in August 2003 and received registration in 2005. The school aims to be a caring community dedicated to the best quality of education and pupil personal development. It states that its curriculum *'aims to provide the pupils with traditional Islamic values, while preparing them to become confident, caring, adults in a cohesive multi-cultural society'*.

Evaluation of the school

MA Institute is a good school whose strengths lie in the provision of good education and care and effective provision for its pupils' spiritual and moral, social and cultural development. The teaching, pupils' learning and their progress are good overall. Pupils enjoy school; this is reflected in their good behaviour and in the respectful way they treat their teachers, visitors and one another. The welfare, health and safety of pupils are promoted well and parents feel that their children are safe and well cared for. They are overwhelmingly supportive of the school. The school meets its aims and the vast majority of the regulations for independent schools. It has an accurate view of its strengths and weaknesses.

Quality of education

The curriculum is good. The school provides pupils with an education that successfully integrates Islamic education with subjects from the National Curriculum. At Key Stage 3 pupils are taught all National Curriculum subjects except a modern European language, although there are plans to teach French next year. Pupils also study Arabic, Urdu and religious studies. An effective programme of personal and social education (PSE), including lessons in citizenship, is carefully woven through all

aspects of the curriculum. Pupils take national tests at the end of Year 9 and Key Stage 4 pupils have access to a good range of accreditation including, GCSE examinations in English language and literature, mathematics, double science,

Arabic, Urdu, religious studies, history and information and communication technology (ICT). A satisfactory range of resources supports the curriculum, including an ICT suite, a science laboratory and a library. A satisfactory range of educational trips and extra-curricular activities, which extend pupils' skills and enrich their experiences, enhances the curriculum. Older pupils benefit from the provision of careers advice and it is envisaged that all Year 10 pupils will have work experience in the summer term of 2008. The curriculum, including Islamic studies, is appropriately planned to meet the needs of all pupils and they are well prepared for the next stage of their learning. The majority of the first cohort of leavers in 2007 went to the local sixth form college.

Teaching is mostly good and ensures that pupils make good progress to reach good standards by the time they leave the school. Teachers' subject knowledge is good and pupils benefit from teaching by subject specialists in English, mathematics, science, Arabic, Urdu, Islamic studies history and ICT. In most lessons, teachers used engaging strategies to motivate pupils and sustain their concentration. A mix of traditional and modern teaching methods is used and both are effective. Class time is almost always managed wisely. ICT is used well across a range of subjects; this enhances the quality of teaching and learning. In lessons, on-going assessment, including targeted questioning, ensures that teachers are suitably informed about pupils' needs and their prior attainments. As a result, work is pitched at the right level and pupils succeed. The satisfactory lessons were well planned but time and resources were not managed well enough to enable pupils to complete the work set. Homework is set regularly to reinforce effectively what is learned in lessons and pupils benefit from the homework classes held on Saturday mornings. Procedures for assessing pupils' work are good. The school records accurately, identify each pupil's level of achievement and charts their progress as they move through the school. Recent test data shows that the majority of pupils reach or exceed their targets by the time they leave school. Most teachers show pupils how to improve their work through good quality marking. However, with the exception of English, the pupils' writing is not marked in such a way as to help them improve this aspect of their work. Parents are kept well informed about their child's progress and achievement through pupil progress meetings and end of year reports.

Spiritual, moral, social and cultural development of the pupils

Provision for pupils' spiritual, moral, social and cultural development is good. The school places a high priority on moral education and emphasises the importance of honesty, loyalty, truthfulness, politeness and punctuality. The boys' behaviour in class and around school is very good and their attendance is good. They willingly

help each other, show great respect for their teachers and confirm their affiliation to their school and religion. They offer a warm welcome to visitors and talk with them in a friendly and courteous manner. Pupils have good links with the local and wider community particularly through community sporting activities such as inter-school football matches. These effectively promote their social and physical development. Pupils are given opportunities to take on responsibilities, for example, individuals

may lead an assembly by reciting verses from the Qu'ran that they have chosen. Some act as mentors for younger pupils and help them with their studies. Although the school council has not met for some time, pupils use tutorial time well to ensure that their views are heard. For example, they have been successful in obtaining more indoor games equipment and have influenced changes made to the start and end of the school day. In lessons such as English, religious studies and history, pupils learn about other faiths and cultures as well as public institutions and services in England. The provision of careers education is satisfactory but the school recognises it could be better by improving the structure of the programme and by strengthening links with the local careers service.

Welfare, health and safety of the pupils

The provision for ensuring the welfare, health and safety of pupils, in all circumstances, is good. The vast majority of pupils said that they feel safe, well cared for and enjoy working in an orderly environment. Arrangements for ensuring child protection are suitable and the named person is appropriately trained. Further training is planned for new members of staff. First aid provision is good and an appropriate number of staff is trained in this. The school has zero tolerance towards bad behaviour and its anti-bullying policy meets requirements. In lessons such as science, Islamic studies and physical education pupils are taught the benefits of staying safe and eating healthy diets. The school meets the requirements of the Disability Discrimination Act (2002).

Suitability of the proprietor and staff

The school has obtained clearance checks with the Criminal Record Bureau for all but one of its staff who is not a citizen of the United Kingdom. It has applied and is awaiting confirmation of similar clearance from the teacher's country of origin. In the meantime the proprietor has obtained character and professional references from educational establishments in the teacher's own country and from previous employers in this country. In the case of a few members of staff, not all the other checks that need to be made, prior to confirmation of their appointment, are undertaken. The school is remedying the situation by updating its recruitment procedures and its personal files.

School's premises and accommodation

The premises are fit for purpose. The building was originally a primary school; it has been suitably converted to meet its current needs. The accommodation has specialist facilities for ICT, a science laboratory, a library, and a multi-purpose hall. At present there are no facilities for pupils who are ill. A programme of refurbishment had begun before the inspection which includes work to replace the floor covering in the science laboratory. Plans are also in place to move the administration office to the former caretaker's house so that the vacated space can be converted to a medical room with facilities for pupils who are ill.

Provision of information for parents, carers and others

The school has effective procedures for communicating with parents and others. The prospectus provides appropriate and useful information, including information about staffing, curriculum and the school's ethos. Satisfactory reports are sent to parents at the end of the year and parents' evenings are held to inform them about their child's attainment and progress. The majority of parents who responded to the pre-inspection questionnaire felt comfortable in approaching the school to receive information and to resolve any issues.

Procedures for handling complaints

The complaints procedures are clearly set out, available for parents and fully meet the regulations.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below

The school does not meet all requirements in respect of suitability of proprietor and staff (standard 4) and must:

- prior to the confirmation of the appointment of staff the school must ensure that all necessary references are obtained and that records are kept of these (paragraph 4(2)(c)).

The school does not meet all requirements in respect of the premises and accommodation (standard 5) and must:

- provide appropriate facilities for pupils who are ill (paragraph 5(l)).

What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- establish a more consistent approach to marking pupils' written work.
- restore the School Council forum and set aside time for members to meet.
- provide a more structured programme of careers education with greater input from outside agencies and professionals.

School details

Name of school	M A Institute		
DCSF number	3806115		
Unique reference number	134386		
Type of school	Secondary		
Status	Independent		
Date school opened	2003		
Age range of pupils	11-16		
Gender of pupils	Male		
Number on roll (full-time pupils)	Boys: 89	Girls: 0	Total: 89
Annual fees (day pupils)	£1,500		
Address of school	Lumb Lane		
	Bradford		
	BD8 7RZ		
Telephone number	01274 395454		
Fax number	01274 395353		
Email address	info@mainstitute.net		
Headteacher	Mr Arshad Khan		
Proprietor	Mr Arshad Khan		
Reporting inspector	Sheila Ann Boyle AI		
Dates of inspection	13-14 November 2007		