

School inspection report

Al Mu'min Primary and Secondary School

Clifton Street
Manningham
Bradford
BD8 7DA

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders use their knowledge and skills effectively to actively promote the wellbeing of pupils. They undertake regular training in a range of areas to broaden their knowledge and experiences. Leaders have well-developed processes of self-evaluation and readily identify areas for development.
2. Leaders are not rigorous enough in ensuring that the complaints procedure is suitably detailed. For example, at the time of the inspection the timescales associated with a panel hearing were not sufficiently clear and the policy did not contain certain key information. This was rectified during the inspection.
3. Leaders understand the importance of tracking pupils' progress as they move through the school. They use the results of assessments to carefully plan the next steps for each pupil. This is reflected in the good progress that pupils make.
4. The arrangements for pupils who have special educational needs and/or disabilities (SEND) are comprehensive. Early identification of specific needs is followed up with tailored support to ensure that curriculum access is full. Leaders effectively support the teachers to recognise how best to help pupils with different learning profiles.
5. Teaching is generally effective at meeting the needs of pupils and providing tasks that enable pupils to make good progress. There is some inconsistency, particularly in the junior school. At times, pupils do not engage fully in their learning and their progress is affected as a result. When younger pupils are not focused on their learning it can also impact negatively on their behaviour.
6. Leaders are cognisant of the importance of religion practice and prayer time during the school day. They focus on how the Islamic faith provides a spiritual pathway for the pupils. Pupils respond positively to this and are reflective, thoughtful and considerate in their interactions with one another and with adults.
7. Leaders implement a generally thorough approach to all aspects of the health and safety of the school site. However, greater attention should be given to regular checks on ensuring that doors labelled for evacuation can be readily opened and that fire evacuation notices are displayed in all rooms.
8. Leaders place respect as a cornerstone of the school's ethos. As a result, pupils understand the importance of valuing the views and beliefs of others, whose viewpoints and outlook may differ from their own. Consequently, pupils are well prepared to be respectful and caring citizens.
9. Leaders actively promote values of tolerance, respect and democracy. These are effectively taught through the school's citizenship programme which also incorporates relationships and sex education. As a result, pupils broaden their knowledge and understanding and are well placed to make positive decisions about their own lives and to support the lives of others.
10. Leaders ensure that safer recruitment procedures are followed methodically. All required checks on staff are undertaken, paying due regard to statutory guidance in this area.

11. Leaders who have safeguarding roles are well trained. They make appropriate use of the training provided by the local safeguarding partners. This supports leaders in ensuring that staff training reflects the local as well as the national safeguarding context.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

The proprietor should:

- ensure that the published complaints procedure contains all the required elements and sets out clear timescales for the handling of complaints that go to a panel hearing
- strengthen the rigour of checks around the premises to support the safety and wellbeing of pupils and others, including checks on fire doors and the display of fire evacuation notices
- develop teachers' methodology and management of time so that activities consistently engage the pupils to ensure progress is maximised and that behaviour does not fall below expected standards.

Section 1: Leadership and management, and governance

12. Leaders have effective skills and knowledge. They understand the process of self-evaluation and use this creatively to determine school development initiatives, such as the wish to redevelop outside areas to create more suitable spaces for play and for physical education (PE). A focus on the Standards ensures that appropriate attention is given to all aspects of school life. Leaders are well trained to carry out their roles, whether this be in relation to the development of educational pedagogy, knowledge around contextual safeguarding matters or expertise in early childhood development.
13. The proprietor has effective oversight of school arrangements. Close links with in-school leads and regular visits to the school enable the proprietor to both support and challenge suitably. The proprietor and other leaders actively promote the ethos of the school, providing suitable role models for pupils. As a result, there is a school community that values respect, mutual support and integrity, underpinned by the Islamic faith.
14. The school has a suitable complaints procedure. It allows for a complaint to be heard using a three-stage process. Suitable provision is made for a complaint to be initially heard at an informal level and then, if the complainant is still dissatisfied, through a formal written complaint to the headteacher. Finally, a panel may be convened if the matter remains unresolved. However, certain required policy content and clear timescales for the management of a panel hearing were not in place at the beginning of the inspection. These were rectified during the inspection.
15. Leaders effectively use the school's new website to ensure that all required information is made available to parents and others. This includes policies and procedures in areas such as behaviour, anti-bullying and safeguarding as well as details of the pupils' academic performance during the previous academic years. Parents receive regular reports on their child's progress.
16. Leaders actively promote equality of opportunity for pupils. The citizenship scheme of work places an emphasis on the requirements of the Equality Act 2010 and pupils recognise that certain groups within society may be more likely to suffer discrimination. Leaders ensure accessibility for all through a comprehensive plan. This focuses on ensuring that all areas are physically accessible should the need arise as well as identifying ways to improve curriculum access, for example by using coloured papers and overlays to support reading and writing.
17. Leaders, including in the early years, have a clear understanding of risk management. They are skilled at identifying risk and then mitigating against such risk to support the wellbeing and safety of pupils. Detailed risk assessment documents support this process, for example for activities such as PE, science and cooking. Leaders promote pupils' safety through carefully considered risk assessments for trips and visits. Leaders in the early years carry out regular risk checks of both the indoor and outdoor areas to ensure they are safe for the children to use.
18. Leaders form positive working relationship with other agencies. These include the local children's services, charities and healthcare professionals. These links effectively support the wellbeing of pupils. Additionally, leaders notify the local authority when pupils join or leave the school at non-standard transition points.

The extent to which the school meets Standards relating to leadership and management, and governance

19. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

20. Leaders provide a curriculum that effectively blends secular subjects alongside elements such as Islamic studies. The time allocated for each subject area is appropriate. The curriculum prepares pupils for a suitable range of GCSEs. Leaders present curriculum opportunities that cater for pupils linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The lessons are supported by a suitable range of activities and clubs. These tend to happen at break times and during the school day. Pupils strengthen their knowledge and skills through their involvement in activities such as storytelling, reading, studying the Qur'an and arts and crafts.
21. Teachers in the early years provide a stimulating environment for the children. As a result, children are engaged in their learning through a range of well-planned activities appropriate to their age and development. Children use increasingly mature vocabulary, reinforced by the adults around them, when explaining, questioning, negotiating and in creative play. Children actively engage in sessions that focus on mathematical development such as working with numbers from one to twenty. Integrated learning opportunities mean that children participate in opportunities for physical development, communication and problem-solving. Learning activities are often based around hands-on activities to support key areas of development.
22. These early foundations are successfully built upon as pupils move through the school. For example, in mathematics older junior pupils utilise earlier work on shape and measuring to construct lines and angles using protractors and rulers to ensure accuracy. Similarly, older pupils in the senior school, when working on averages and frequency, build on knowledge developed lower down the school. In English, older pupils in the junior school demonstrate good progress in the development of their knowledge as they can clearly explain the meaning of personification as giving human qualities to non-human things.
23. Teachers know their pupils well and pupils have a positive approach to their learning. They are keen to succeed. When teaching is most successful, lessons are planned carefully, crafting work that fully engages the pupils from the outset by using a variety of strategies. On occasions, especially in the junior school, the tasks set are not considered carefully enough. Together with a slow pace of delivery means that sometimes pupils do not progress as rapidly as they might. Additionally, it sometimes leads to pupils' behaviour falling below expected levels. This impacts negatively on the learning atmosphere within the classroom.
24. Leaders ensure that pupils who have SEND make good progress. This is achieved through robust support strategies and guidance for teaching staff to implement appropriate classroom assistance. Careful monitoring supports both the academic and personal development of pupils. Assessment data for pupils with additional needs is analysed to establish tailored action plans, helping to close gaps in learning and leading to strengthened learning outcomes for those who have SEND.
25. The school provides an environment and curriculum that encourage children and pupils to be respectful of others and uphold fundamental British values. The programme of activities enables pupils to develop an understanding and appreciation of British values and traditions, such as democracy and individual liberty. Pupils learn about British society and current world affairs through personal, social, health and economic education (PSHE), on themes such as the importance of rules

and laws in society. As a result, they acquire knowledge and understanding to help them participate constructively in British society.

26. Leaders have established a robust approach to tracking pupil progress with assessment information used effectively to determine provision, including timely and targeted support for vulnerable groups. As a result, pupils understand what they need to do to improve. Pupils' progress is closely monitored and underachievement is addressed promptly. This results in pupils, including those who have SEND, making good progress relative to their starting points. Pupils make good progress during their time at the school which is reflected in their results at GCSEs.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 27. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

28. Staff in the early years know their children well and understand each child's strengths and areas for development. They use this knowledge to develop positive relationships with the children, who are well supported to manage their emotions and to self-regulate. Through a positive learning environment, children develop their self-esteem and self-confidence. Children display well-developed physical skills such as when cutting, tracing shapes and sticking, which strengthen their fine motor control. Leaders have successfully developed outside learning areas to support the children's physical skills such as in balancing and running.
29. The school's citizenship programme successfully integrates PSHE and relationships and sex education (RSE). There is a suitable scheme of work in place for RSE which covers key areas that reflect this subject for Islamic schools. The course content is detailed and relevant to support pupils as they develop relationships and understand how life choices may be different from their own. For example, units include elements such as families, respectful relationships including friendship, online and media, and intimate and sexual relationships, including sexual health for those in the senior school. The units covered also pay due regard to equality, with pupils demonstrating a keen awareness of the need for tolerance and respect.
30. Leaders instigate a PE curriculum that supports the physical development of pupils. It focuses on the development of skills, with learning different team games being a feature. Many of the games taught are chosen in response to pupils' suggestions. The curriculum for PE is not as well developed as other curriculum areas because there are limited opportunities for pupils to hone their skills by playing matches against other school or clubs.
31. Leaders prioritise spiritual development through structured provision including the Islamic studies curriculum, the spiritual enrichment programme, daily Qur'an sessions, reflection and opportunities for prayer. This ensures that pupils regularly engage in spiritual practice and reflection. Such practice supports their self-awareness and a strengthened sense of purpose, contributing to a climate of respect and mutual support.
32. Arrangements for health and safety around the school are generally secure, including for the provision of first aid. Meticulous records are maintained of all matters. Fire evacuation drills are carried out regularly. There needs to be an increased rigour to ensure the site always supports the safety and wellbeing of everyone. This includes regular checks on fire exits and ensuring that all rooms display clear evacuation notices. The site is well maintained with suitable furniture and finishings. Leaders ensure that pupils are appropriately supervised around the school site, including at the beginning and end of the school day.
33. The behaviour management systems support pupil welfare through a consistent, fair and respectful approach. The rejection of corporal punishment and inclusion of pupil voice in setting classroom rules promote a safe and inclusive culture. A clear graduated response, including warnings and reflection sessions, ensures the proportionate and restorative management of behaviour. Staff training and regular policy review maintain consistency and effectiveness. Behaviour incidents are generally low level. Serious incidents are rare and appropriate sanctions are applied when they do arise. Leaders have a clear understanding of the trends in behaviour, with behaviour incidents becoming increasingly rare as pupils progress through the school.

34. Leaders display a comprehensive understanding of the requirements relating to admissions and attendance. Careful regard is given to pupil attendance. Leaders with oversight of attendance link effectively with form teachers to identify any potential causes for any sustained absence. Key information is shared, including with parents, to support a collaborative approach to ensure attendance is as high as possible.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

35. All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

36. Leaders in the early years place an emphasis on the social development of the children. They model positive behaviour and social interactions. Children respond positively to this and they socialise enthusiastically with their friends when both at work and at play. They understand the importance of waiting when someone else is talking and to always say please and thank you.
37. Leaders ensure that careers guidance is given focus throughout the school. The youngest children learn about 'people who help us' and all pupils from Year 7 learn about careers in focused lessons. Older pupils develop their understanding of future careers through visits to universities and by speaking to lecturers about available courses. Leaders arrange visits to careers fairs so that pupils can discuss apprenticeships and receive advice on the writing of job and university applications. Pupils deepen their understanding of a range of future opportunities through visits by parents and alumni, who speak about experiences of their own careers.
38. Leaders place a priority on preparing pupils for life in both British and global society. Through a comprehensive PSHE programme, pupils build a secure understanding of societal differences. Pupils' understanding of the importance of respect and their self-assurance support their ability to face life as confident British Muslims. Pupils value this aspect of their education citing it as a key feature that has a positive impact on their lives.
39. Leaders ensure a coherent curriculum, aligned with school aims, is in place that actively promotes fundamental British values across subjects. For example, older pupils in their citizenship and Islamic studies lessons engage in respectful dialogue and critical discussion around issues of tolerance of other faiths, democracy, mutual respect and equality, and show a strong sense of community responsibility. Pupils understand the importance of mutual respect and place a value on ensuring it is a key feature of their interactions. Pupils vocalise the importance of treating everyone with respect even if the lifestyles of others differ from, or are in conflict with, their own beliefs and religion. Leaders actively promote respect as a key thread that runs through school life.
40. Leaders provide a range of opportunities where pupils display their well-developed sense of economic understanding. For example, in mathematics older pupils use this knowledge when planning household expenses and know the importance of focusing on financial acumen that will ensure security and give the best return on an investment. Pupils demonstrate economic understanding through applying concepts such as cost, pricing and profit in practical contexts. Skilled teaching engages the pupils and enables them to develop economic literacy and apply their knowledge effectively to real-world business scenarios.
41. Leaders promote community support through the teachings of the Qur'an which focuses on the translated phrase of 'knowledge to action'. This encourages pupils to show initiative and contribute positively to the local area and wider society. Pupils actively lead fundraising initiatives and raise money for a local foodbank and to support citizens in areas of conflict.
42. Through the PSHE and citizenship programmes, leaders include units that enable pupils to acquire a broad general knowledge of and respect for British public institutions and services. Younger children in the early years and pupils in the primary school look at institutions such as the police and the fire service. Older pupils understand how laws are made through the workings of parliament. They build

up a knowledge of the legal system through examining the differences between the workings of magistrates and crown courts. As a result, pupils understand the importance of legal institutions and how laws are important in maintaining the fabric of a society. Such learning supports pupils in taking responsibility for their behaviours and understanding right from wrong.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

43. All the relevant Standards are met.

Safeguarding

44. Staff, including those who are safeguarding leaders, are suitably trained. Staff receive suitable in-person training as well as completing online modules. These include areas of focus such as the 'Prevent' duty. Those with safeguarding responsibilities are trained by the local authority. This ensures training considers any contextual matters and enables leaders to be mindful of such risks when working to safeguard pupils. Leaders also carry out regular update training for themselves and for the rest of the staff.
45. Staff understand the importance of reporting and logging any concerns that they may have relating to inappropriate conduct by other staff. Staff know why self-referrals are also important, should the need arise. Leaders keep a log of any low-level concerns raised about staff members and follow up appropriately as required. Staff understand why a code of conduct is important to keep pupils and themselves safe.
46. Staff know that safeguarding is everyone's responsibility. They understand how to recognise signs of potential abuse and how to support pupils when any concerns are raised. Staff record concerns carefully and liaise effectively with safeguarding leads. Leaders provide suitable support for pupils and their families, and link effectively with safeguarding partners. These include local social services and children's charities from where support can be accessed.
47. Leaders have instigated a comprehensive programme to support pupils' safety when working with technology. Units within the PSHE programme and computing lessons focus on digital safety. There are suitable arrangements in place to filter any inappropriate internet content. Leaders monitor pupils' use of technology carefully to ensure their safety when working online. Pupils know how to keep themselves safe when using technology.
48. Leaders create a safe and secure environment for the pupils. There are key people to whom the pupils can talk, should they need to. Pupils understand that any concerns they raise will be dealt with promptly and sensitively. Pupils recognise the importance of having leaders with safeguarding responsibilities and how they can support pupils' wellbeing.
49. Leaders have a thorough system in place to ensure that all required recruitment checks are carried out before a person commences employment at the school. These checks are accurately recorded on a single central record. The proprietor ensures that there is effective oversight of safer recruitment arrangements. Staff files support this process and contain all the required information.

The extent to which the school meets Standards relating to safeguarding

- 50. All the relevant Standards are met.**

School details

School	Al Mu'min Primary and Secondary School
Department for Education number	380/6117
Address	Al Mu'min Primary and Secondary School Clifton Street Manningham Bradford West Yorkshire BD8 7DA
Phone number	01274 488593
Email address	pri@almumin.bradford.sch.uk
Website	www.almumin.bradford.sch.uk
Proprietor	Mr Saiful Islam
Headteacher	Mr Muhammad Azam
Age range	3 to 18
Number of pupils	234
Date of previous inspection	21 to 22 June 2023

Information about the school

51. Al Mu'min Primary and Secondary School is an independent day school, in Bradford, West Yorkshire. The school, including the early years, is co-educational up to and including Year 11. Currently from Year 7 onwards there are female pupils only. has an Islamic ethos and delivers a dual curriculum which covers elements of the national curriculum as well as a programme of Islamic studies. The school is owned by a sole proprietor who oversees the work of the school.
52. The school is registered for pupils aged 3 to 18 years. However, at the time of the inspection, there were no pupils above the age of 16 on the school's roll.
53. There are 39 children in the early years comprising one Nursery and one Reception class.
54. The school has identified 14 pupils as having special educational needs and/or disabilities. No pupils in the school have an education, health and care plan.
55. No pupils in the school speak English as an additional language.
56. The school states its aims are to deliver an inspiring and holistic curriculum that is uniquely ambitious, broad, balanced and connected. It seeks to enable all pupils to reach their personal excellence and equip them with the skills, identity, values, character and leadership qualities to contribute to the local community, and British and global societies.

Inspection details

Inspection dates

14 to 16 April 2026

57. A team of three inspectors visited the school for two and a half days.

58. Inspection activities included:

- observation of lessons
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the proprietor
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and areas for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

59. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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