

Additional inspection report

6 to 7 October 2025

Al Mumin Primary and Secondary School

Clifton Street
Manningham
Bradford
West Yorkshire
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'.

Inspection outcome

The school does not meet all the relevant Standards that were considered during this inspection. A schedule of unmet Standards is included at the end of the report.

Inspection findings

Part 1. Quality of education provided

ISSR Paragraphs 2(1)(a), 2(2)(a), 2(2)(b), 2(2)(f), 2(2)(g), 2(2)(h), 3(a), 3(c), 3(e) and 3(g)

1. Leaders provide a wide range of subjects so that pupils can develop their knowledge and understanding in different areas. This includes focusing on the core subjects of English, mathematics and science, as well as humanities, creative subjects and technology. The course in Islamic studies supports pupils' learning of their faith in line with the school's ethos. The study of citizenship promotes pupils' understanding of community, respect for other people and democracy.
2. Pupils are confident and articulate speakers. They listen respectfully to adults and their peers. They discuss and debate ideas in lessons. They read a variety of texts and develop empathy with characters in their study of English literature. They develop their skills in literacy and make good progress. Pupils develop appropriate skills in mathematics, securing their understanding of calculations and can present data in a variety of ways.
3. In the early years, children experience a practical curriculum that is suitable to their age and needs. Learning through play is central to the curriculum. Children engage in activities that help them to develop their skills and knowledge. During their play, children talk about their learning and develop their oral language, such as discussing how to make a ramp to make cars go faster. Children also apply their learning in meaningful ways, such as counting blocks when using construction toys. Adults engage well with children during their play, such as talking about ingredients when pretending to make cakes in the role-play area and extending vocabulary when talking about dinosaurs. Children play collaboratively with each other and are encouraged by their teachers to share and take turns. Children develop social skills and empathy by learning how to be kind and caring towards others. Children develop their literacy through learning about phonics, writing letter shapes, and listening to and discussing stories.
4. There is a structured and well-planned approach to teaching the curriculum. Teachers ensure that pupils understand the purpose of what they are learning and how it connects with what they have learned before. Teachers provide clear guidance so that pupils understand what they need to do to make progress in their work.
5. Pupils make good progress through carefully planned lessons that are structured to allow pupils to learn new skills and build on existing knowledge. Pupils develop new knowledge within lessons and are supported effectively by their teachers when they need any help. They receive useful and timely feedback from their teachers, enabling them to make further progress.
6. The school meets the Standards.

Part 3. Welfare, health and safety of pupils

ISSR Paragraphs 7(a) and 7(b), 9(a), 9(b) and 9(c), 10, 13, 15 and 16(a) and 16(b)

7. There is an appropriate safeguarding policy in place, which reflects current statutory guidance, locally agreed procedures and the context of the school.

8. Leaders have included information about the school's processes relating to allegations against adults in school, low-level concerns and self-referral in the school's safeguarding policy and staff code of conduct. However, some staff are unaware of these procedures. Staff training related to safeguarding is, therefore, ineffective. Safeguarding leaders do not have a sufficient understanding of the role of self-referral in identifying concerns about staff conduct.
9. Leaders with designated safeguarding responsibilities respond promptly and appropriately to any safeguarding concerns that arise. They refer safeguarding concerns to external safeguarding partners when required.
10. Leaders provide a number of ways for pupils to raise any concerns they might have. Pupils are informed of whom they can go to should they wish to share any concerns. They are confident in the care which staff provide.
11. Pupils are taught how to keep themselves safe, including when online. Pupils do not have unsupervised access to the internet while at school. Suitable internet filtering and monitoring procedures are in place.
12. Leaders set high expectations for pupils' behaviour. Behaviour is well managed. Sanctions are proportionate and clearly structured. These allow pupils suitable time to reflect on their behaviour, in line with the Islamic character of the school. Any misbehaviour is systematically recorded so that trends can be identified. The school is calm and orderly, particularly in the secondary school.
13. Bullying is rare. Pupils report any concerns to adults, who deal with any issues swiftly. Well-planned personal, social, health and economic education (PSHE) lessons enable pupils to consider different forms of bullying, such as cyberbullying, and how they should react if they experience or witness any bullying. Pupils have a well-developed understanding of the causes and effects of bullying.
14. There are suitable facilities to administer first aid and to keep any medication securely stored. Leaders ensure that staff have appropriate first aid training. All staff in the early years are trained in paediatric first aid. Pupils who are unwell or injured are well cared for.
15. Appropriate procedures are in place to maintain the school's registers of admission and attendance. Attendance is assiduously monitored, and the local authority is correctly notified of any issues relating to attendance and of any pupil who leaves or joins the school at non-standard transition points.
16. An appropriate risk assessment policy is in place and leaders are trained in the management of risk. Leaders compile and implement suitable and detailed risk assessments for a variety of circumstances such as for classrooms, safety in the car park and visits outside of school. A risk assessment is also in place for risks associated with radicalisation and extremism. Risks are carefully considered with appropriate mitigating actions identified. Leaders are reflective when reviewing risk assessments to ensure that adaptations are made where required.
17. The school does not meet the Standards.

Part 6. Provision of information

ISSR paragraph 32(1)(c)

18. The safeguarding policy is provided to parents from the school office on request. The school informs parents upon their child joining the school and writes to them twice a year about the information which is available to them.
19. The school meets the Standards.

Part 7. Manner in which complaints are handled

ISSR paragraph 33

20. An appropriate complaints policy is in place. Complaints are handled within the timeframes stated in the policy and recorded appropriately. Parental concerns are recorded so that any patterns can be identified and followed up as necessary.
21. The school meets the Standards.

Part 8. Quality of leadership and management of schools

ISSR paragraphs 34(1)(a), 34(1)(b), 34(1)(c), 34(2)

22. The proprietor has not ensured that leaders have appropriate skills or knowledge to actively promote the wellbeing of pupils. Safeguarding leaders do not understand the role of self-referrals in promoting a culture of safeguarding. Staff training in safeguarding is ineffective. Some staff do not understand the school's procedures relating to low-level concerns about staff conduct.
23. The school does not meet the Standards.

Schedule of unmet Standards

Paragraph number	Standard
ISSR ¹ Part 3, paragraph 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.
ISSR Part 8, paragraph 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 wellbeing of pupils.

¹ The Education (Independent School Standards) Regulations 2014 ('ISSR')

School details

School	Al Mumin Primary and Secondary School
Department for Education number	380/6117
Address	Al Mumin Primary and Secondary School Clifton Street Manningham Bradford West Yorkshire BD8 7DA
Phone number	01274 488593
Email address	pri@almumin.bradford.sch.uk
Website	The school does not have a website
Proprietor	Mr Saiful Islam
Headteacher	Mr Munir Azam
Age range	3 to 18
Number of pupils	228
Number of children in the early years	31
Date of previous inspection	21 to 22 June 2023

Information about the school

25. Al Mumin Primary and Secondary School is a co-educational day school in Bradford, West Yorkshire. The primary school, including the early years, is co-educational, and the secondary school educates female pupils. It has an Islamic ethos and delivers a dual curriculum which covers elements of the national curriculum as well a programme of Islamic studies. The school is owned by a sole proprietor who meets regularly with the senior leadership team of the school.
26. The school is registered for pupils from 3 to 18. However, there are no pupils above the age of 16 currently on the school's roll.
27. There are 31 children in the early years comprising, one Nursery class and one Reception class.
28. The school has identified five pupils as having special educational needs and/or disabilities. No pupils in the school have an education, health and care plan.
29. The school has identified seven pupils for whom English is an additional language.
30. The school states that 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, British and global societies.

Purpose of the additional inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. This inspection was an unannounced additional monitoring inspection which was carried out at the request of the Department for Education.

Inspection details

Inspection dates

6 to 7 October 2025

31. Two reporting inspectors visited the school for two days.

32. Inspection activities included:

- scrutiny of a range of policies, documentation and records provided by the school
- discussions with the proprietor
- discussions with the headteacher, school leaders and other members of staff
- discussions with pupils
- observation of a sample of lessons
- scrutiny of samples of pupils' work.

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.
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