

Al Mu'min Primary and Secondary School

Clifton Street, Manningham, Bradford, West Yorkshire BD8 7DA

Inspection dates

12–14 March 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have not acted swiftly to ensure that pupils are not segregated by sex. During the inspection, this segregation ceased. However, when in the presence of boys, some girls did not appear as confident as the boys in answering questions.
- Children in the early years get off to a good start in their education, with all reaching a good level of development. Leaders acknowledge that there is work to do and have plans in place to ensure that the quality of outdoor learning matches that of indoor learning.
- On the whole, pupils make good progress. However, leaders agree that improving the quality of mathematics and science, particularly investigative and practical work, could lead to better outcomes in these subjects, particularly for the most able pupils.
- Safeguarding is effective, and staff receive regular training on child protection. However, leaders have not fully personalised the 'Prevent' duty risk assessment to the school.
- School leaders have not ensured that the independent school standards are consistently met.

The school has the following strengths

- Since the previous inspection, school leaders have worked hard to improve the quality of teaching, learning and assessment across the school. Consequently, pupils make good progress from their starting points.
- The proprietor and school leaders are clearly passionate about producing well-educated British citizens who are proud of their faith.
- Relationships between teachers and pupils are strong. Pupils say that they value the school and that the school feels like 'one big family'.
- Following a curriculum review in 2018, leaders have strengthened the curriculum across the whole school, ensuring that schemes of work lead to interesting lessons for pupils.
- Pupils benefit from a range of trips and visits. For example, pupils extend their knowledge of other religions by visiting a variety of places of worship in the local area.
- Pupils' behaviour is excellent, and most pupils attend well. Where pupils' attendance is a concern, leaders work with parents and carers to improve it.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Continue to improve the quality of teaching by:
 - ensuring that all pupils, but the particularly the most able, are challenged in their learning
 - increasing the opportunities for investigative and practical work in science.
- Improve pupils' outcomes in mathematics and science so that they at least match the higher attainment pupils make in other subjects, such as English and religious studies.
- Further develop girls' confidence when in the presence of boys, following the full integration of boys and girls during the inspection.
- Widen engagement with the local authority, particularly in the government's 'Prevent' duty, so that risk assessments are in place which are personalised to the pupils in the school.
- Further develop the provision in the early years so that the outdoor area provides the same opportunities for learning as the indoor area.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The effectiveness of leadership and management requires improvement because, at the time of the inspection, the school was operating a policy of segregation by sex for pupils in the secondary phase. This was specifically for pupils in Year 8 because this is the only secondary age group with both boys and girls. Pupils were segregated for all lessons and social time. The segregation causes the following detriment to pupils. A girl in the secondary phase cannot choose to work or socialise with a boy and vice versa. The policy constitutes direct discrimination contrary to the Equality Act 2010. During the inspection, leaders took action to fully integrate pupils and to cease segregation by sex.
- Leaders have not ensured that the independent school standards are met consistently. For example, due to unlawful segregation by sex over time, standard 3(j) has not been met consistently. This was deemed to be met by the end of the inspection, following leaders' actions to cease the unlawful segregation practice. Leaders accept that this could have been met sooner but they had chosen to pursue the option of separating the school into two single sex schools and had planned to do this in readiness for September 2019, following their interpretation of guidance from the Department for Education.
- Since the previous inspection, leaders have worked hard to improve the quality of education in the school. They have improved the performance management system so that targets for staff link directly to pupils' progress, the quality of teaching and the whole-school improvement plan.
- Through appropriate professional development, teachers are improving their skills in the classroom. Teachers value the feedback from leaders about their teaching and the opportunities that leaders provide for them to improve. Teachers share information with other teachers about their learning so that all staff benefit from additional training.
- A curriculum review was carried out following the previous inspection. The curriculum has improved, and pupils have more interesting and stimulating lessons in geography and history, for example. Leaders have ensured that schemes of work are appropriate and meet the independent school standards.
- The leadership team has effectively evaluated the quality of education in the school. The school development plan identifies appropriate actions for further school improvement. Regular checks on the quality of teaching and the progress pupils make ensure that leaders are able to act quickly to provide support to pupils and staff, if needed.
- Leaders ensure that policies are in place and adhered to so that teachers effectively promote fundamental British values. Across the curriculum, and particularly in citizenship and personal, social, health and economic (PSHE) education, pupils learn about life in modern Britain.
- Parents speak very highly of the school and the leadership. One parent said: 'I would like to say that my children love this school. The headteacher, teachers and staff are fantastic role models for any children. The environment is kind, friendly and safe.'

Governance

- The proprietor knows the school well. He attends the school frequently to speak with pupils and to meet with staff and school leaders.
- The proprietor has the necessary skills to hold school leaders to account for the quality of education in the school.
- The proprietor has not ensured that pupils are not segregated by sex. Consequently, the school was operating an unlawful policy of segregation by sex at the start of the inspection.

Safeguarding

- The arrangements for safeguarding are effective.
- The proprietor has ensured that the safeguarding policy is up to date with the latest guidance from government. The school does not currently have an operational website and so this policy is available to parents on request from the school reception.
- The designated safeguarding lead ensures that all staff access appropriate training. Staff have completed training in child protection, female genital mutilation awareness, the 'Prevent' duty and health and safety, for example. Staff are knowledgeable about signs to look out for and are clear about how to pass on any concerns that they may have about pupils.
- Pupils spoken with said that they feel safe and have a member of staff that they could talk to if they had a problem. Parents who responded to Ofsted's online questionnaire, Parent View, agreed that their child felt safe.
- The school has a risk assessment in place with regards to the government's 'Prevent' duty. However, this is not personalised well enough to the pupils in the school.

Quality of teaching, learning and assessment

Good

- Teachers use their secure subject knowledge to plan lessons that interest pupils. Staff expect lessons to start on time and that time in lessons is used productively. Consequently, pupils are motivated to try their best.
- Teachers have consistently high expectations of what pupils can achieve in all year groups. Work in pupils' exercise books evidences this well. This is particularly the case in English and religious studies.
- On the whole, teachers use questioning well to make pupils think hard about what they are learning.
- Assessment is used well in both the primary and secondary phases. Teachers check pupils' learning before moving on. During the inspection, it was observed how, in the primary phase, teachers make careful checks on pupils' learning at the end of a lesson and use this information to plan for the pupils' future learning. In the secondary phase, teachers use strategies such as mini-whiteboards so that they can quickly check what pupils can and cannot do.
- Teachers in the school monitor pupils' progress closely and intervene quickly if pupils fall behind in their learning. The new assessment system is better enabling teachers to do

this. This ensures that pupils are quickly supported. For example, reading support is offered if pupils are struggling to make good progress.

- Teachers plan lessons to meet the needs of the pupils. Occasionally, pupils who are the most able are not always challenged well enough to make the progress of which they are capable.
- In science, across the primary and secondary phases, pupils build their understanding of science and the world around them. However, pupils' workbooks show that there are insufficient opportunities for practical and investigative work.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- An effective programme of Islamic studies, combined with PSHE education, ensures that pupils have a strong understanding, at all ages, of how to keep themselves safe and of life in modern Britain.
- Pupils in all phases of the school demonstrate respect and tolerance towards others. They recognise that people live their lives in many different ways and are firm in their views that all people deserve to be respected.
- Leaders ensure that pupils have opportunities to extend their learning beyond the classroom. For example, in religious studies, pupils learn about different religions and then visit their places of worship. Pupils also take part in charity work and visit a local care home. Pupils have end-of-term reward trips to places such as theme parks.
- Pupils have opportunities to learn how to be responsible. For example, through the school council, Year 11 pupils who are representatives work with other pupils in the school to seek their views and speak to the leadership team about changes.
- Pupils, particularly those in primary, value the rewards that are on offer, such as star of the week and golden tickets to use in the tuck shop. All pupils value the communication between school and home, where the online system informs parents of when their child has done well.
- Most pupils are confident in their learning. This is because there is a positive atmosphere for learning in the school and relationships between staff and pupils are strong. However, following the full re-integration of boys and girls in the secondary phase during the inspection, some girls, particularly in Year 8, were less confident about answering questions in class.

Behaviour

- The behaviour of pupils is good.
- Pupils are very polite and welcoming to visitors. They are keen to talk and express their views of the school.
- In lessons and around school, pupils behave well. A small number of pupils in the primary school can be distracted easily, but teachers respond appropriately to bring them on-task. Most pupils behave exceptionally well, and this reflects their enjoyment of school.

- Most pupils attend well and, consequently, their attendance is around the national average. A minority of older pupils, however, stay off school too easily. Leaders address this well with parents to ensure that their child's attendance improves.
- There is a positive atmosphere for learning in the school. Pupils' work on British values and Islamic studies is frequently on display. Pupils respect and care for their classrooms and the school environment.

Outcomes for pupils

Good

- Current pupils make good progress from their starting points in subjects across the curriculum in the primary and the secondary school. The recent introduction of Arabic into the primary school is supporting pupils to develop these language skills quickly.
- Pupils in the primary school learn to read well. The school's own assessments at the end of Year 1 show that pupils make good progress in their reading, writing and mathematics.
- There are many opportunities for pupils to write at length across the curriculum in both the primary and secondary phases. Teachers also provide lots of opportunities for pupils to read aloud in class. This ensures that pupils develop strong literacy skills. However, there are not enough non-fiction and fiction books available for pupils to borrow to practise their reading or to read for pleasure.
- All pupils leaving the school progress to education, employment or training. Some pupils could aim higher, for example selecting A-level courses when their ability is suited to these.
- Pupils make good progress in English, religious studies, psychology and citizenship, resulting in their high attainment in these subjects.
- Pupils' attainment at GCSE level historically is not strong enough in science. Actions to address this are securing better progress for current pupils in these subjects.

Early years provision

Good

- Leadership of the early years is a strength. The early years leader clearly recognises the importance and value of ensuring that children make a strong start in their education. For example, children took part in a poetry competition and their work is to be published.
- Teachers ensure that they take every opportunity for children to learn. Learning is well planned and matches the interests of the children. During the inspection, children in the Nursery were using their imagination to be a doctor. They measured the heart rate of a member of staff and gave her a large make-believe injection to make her well.
- Children in Reception make good progress in their early writing skills. For example, they were observed working hard to produce their own version of the gingerbread man story and practised their fine motor skills by icing buttons on gingerbread people.
- During snack time, staff talk to children about their choices, asking them which fruit they prefer and why, and relating this to making healthy choices.
- Children in the early years make good progress from their starting points and all reach at least a good level of development. Outcomes are moderated with the local authority and

leaders are confident in the accuracy of their assessments.

- Children in the early years behave well. They are ready and excited to learn. They skip into school enthusiastically to begin their day, separating readily from their parents.
- Children are ready for Year 1 at the end of their time in the early years. Children experience some more formal learning in literacy and numeracy in Reception. This helps them to prepare for the next stage of their education.
- Partnerships between parents and staff are a strength. Parents confirmed to inspectors that their children had gained in confidence since joining the school. Parents say that they appreciate the school's kind and caring approach and the Islamic ethos of the school.
- Children's welfare and safety are a primary concern to all staff. All of the early years welfare requirements are met and safeguarding policies and procedures follow the same effective practice seen in the rest of the school.
- Children enjoy working indoors and outdoors. Leaders are aware that the outdoor provision requires further development so that the quality matches that of the indoor provision. For example, there are few opportunities for early literacy and numeracy activities in the outdoor area.

School details

Unique reference number	134429
DfE registration number	380/6117
Inspection number	10061265

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.

Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	185
Number of part-time pupils	0
Proprietor	Saiful Islam
Headteacher	Munir Azam
Annual fees (day pupils)	£1,650 to £2,000
Telephone number	01274 488593
Website	www.almumin.bradford.sch.uk
Email address	pri@almumin.bradford.sch.uk
Date of previous inspection	17–19 January 2017

Information about this school

- Al Mu'min is an independent day Muslim faith school, registered for up to 475 pupils aged from three to 16 years. All pupils are Muslim.
- Al Mu'min Primary and Secondary School opened in August 2003 as a primary school, with the secondary school opening in September 2012. The school is located in the Manningham area of Bradford.
- There are currently no pupils on roll who have an education, health and care plan.
- The school does not use any alternative education provision.
- The previous standard inspection took place in January 2017. An action plan was evaluated by Ofsted and approved by the Department for Education in May 2018.

Information about this inspection

- Inspectors observed pupils' learning in all phases of the school, sometimes accompanied by school leaders.
- Meetings were held with the proprietor, the headteacher, senior leaders, school staff and pupils. An inspector spoke with parents. Responses to Ofsted's online questionnaires for parents, including 16 free-text responses, pupils and staff were considered.
- Policies and documents associated with the independent school standards were evaluated.
- The building was toured inside and out to check compliance with the independent school standards.

Inspection team

Debbie Redshaw, lead inspector

Her Majesty's Inspector

Marian Thomas

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

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)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019