

Inspection of Imam Muhammad Adam Institute Boys School

372 East Park Road, Leicester LE5 5AY

Inspection dates: 13 to 15 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not previously inspected

Does the school meet the independent
school standards?

Yes

What is it like to attend this school?

Pupils flourish at this school. Staff foster a strong sense of harmony and belonging. Pupils have exceptionally positive attitudes to their school and learning. One pupil described the school as, 'A community of different backgrounds and cultures, united as one family, united in kindness.' It is a safe and happy place to be.

All staff and pupils live out the school's motto 'a tradition of excellence' founded on 'respect and courtesy'. Staff have very high expectations of what pupils can achieve. Pupils respond positively to the exacting demands made of them. They work hard in a calm and friendly environment.

Leaders have expertly devised a range of activities that fosters excellent character development. Pupils behave exceedingly well and with great maturity. Bullying or other poor behaviour is exceptionally rare. If bullying were to occur, pupils are confident that staff would deal with it effectively. Pupils' attendance is another strength of the school.

Staff successfully prepare pupils for life in modern Britain. Pupils set ambitious career goals. They are very well prepared for their futures. Staff are extremely proud of their pupils' achievements. Parents and carers are overwhelmingly positive about the school. One typical comment was, 'My son absolutely loves the school and the teachers.'

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

All pupils receive a high-quality education through a broad, rich and ambitious curriculum. Leaders are determined that all pupils succeed. Subject leaders identify precisely what knowledge pupils need to know and when. For example, the curriculum in mathematics is precisely engineered. Teachers skilfully revisit and build learning. This enables pupils to become accomplished mathematicians.

Teachers are experts in their subjects. They plan and teach purposefully. They focus on pupils gaining and remembering the most important knowledge. Teachers' use of targeted questions is adept. They continually check pupils' understanding. They use this knowledge to further deepen pupils' thinking. Teachers ensure that pupils build strong connections between current and previous learning. For example, in history, pupils explain similarities between different periods of time. They deepen their understanding of continuity and change, cause and consequence, and chronology. They link their learning to current social, economic and political events. Pupils recall their learning with ease. They engage in thought-provoking discussions.

Leaders know that reading, with fluency and comprehension, is important for all pupils to succeed. Pupils read widely and often. In English, pupils read a variety of texts. This strengthens their understanding of the diverse world around them. Teachers promote the use of specialist vocabulary. Pupils use these words with accuracy and confidence in all subjects.

Pupils' behaviour is exemplary. They have an outstanding work ethic. They take pride in their work. Pupils express their views with maturity and are highly respectful. Classrooms are purposeful places where pupils learn deeply. Older pupils serve as role models for younger pupils.

The personal, social, health and economic (PSHE) education curriculum is very well planned. It prepares pupils very well for life in modern Britain. The school's key values underpin the programme. Pupils learn about difference and equality. They know about protected characteristics. They understand a range of faiths and religions. Pupils study individual liberty, respect and tolerance, and democracy in action. They benefit from a range of experiences such as visiting a court and meeting a judge. This deepens their understanding of the rule of law. Pupils make a difference both locally and globally. They support a coral reef project in Bali and fundraise to help local charities. Pupils demonstrate genuine generosity and empathy.

Leaders carefully plan experiences to develop pupils' confidence and determination. Pupils receive appropriate careers information, advice and guidance. They learn about different career pathways to help them make the right choice. Pupils receive age-appropriate relationships and sex education and health education.

Leaders provide rich opportunities to enhance pupils' spiritual, moral, social and cultural development. Pupils learn about, and reflect on, their own beliefs and values, and those of others. They learn to understand right and wrong. Developing pupils' character is a priority.

Pupils benefit from a broad enrichment curriculum. Pupils value these and other experiences. They speak passionately about the school's Saturday football league. They recall trips and visits, for example to a church and a gurdwara. Consequently, pupils develop their wider talents and interests and socialise well together.

The proprietor strives for excellence in all aspects of the school's work. All senior leaders share a common purpose. They have realised their vision for the school. Leaders have a strong understanding of the independent school standards. They meet these securely and consistently. Leaders make sure they comply with schedule 10 of the Equality Act 2010. The premises are well maintained. Risk assessments reflect the school's policy. Policies and key information are readily available on the school's website.

Staff appreciate the professional development opportunities provided. Leaders are mindful of staff's workload. They take effective steps to help staff manage it well. Many staff have served the school for several years and are proud of the school. They recognise teaching as a noble profession.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed a strong culture of safeguarding. Staff are well trained and understand their responsibilities. Leaders work with external agencies to provide help for pupils when needed. Leaders regularly monitor safeguarding procedures. They make sure the school's safeguarding systems are robust. Safeguarding records are well maintained.

Leaders complete all pre-employment checks before an adult starts working with pupils.

The school's safeguarding policy is comprehensive and reflects statutory guidance. It is published on the school's website. Pupils learn about potential risks, for example when online and in the community.

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	147223
DfE registration number	856/6045
Local authority	Leicester
Inspection number	10213179
Type of school	Other independent school
School category	Independent school
Age range of pupils	9 to 16
Gender of pupils	Boys
Number of pupils on the school roll	150
Number of part-time pupils	0
Proprietor	Fahim Sader
Principal	Fahim Sader
Annual fees (day pupils)	£1,920 to £1,980
Telephone number	01163 192489
Website	www.imai.org.uk
Email address	office@imai.org.uk

Information about this school

- The Imam Muhammad Adam Institute Boys School opened as a new school in December 2020. This is the school's first standard inspection. The predecessor school was Imam Muhammad Adam Institute.
- The school's headteacher is also the proprietor.
- The school is an Islamic school.
- The school provides education for boys aged nine to 16 years.
- The school does not use the services of an alternative provider.

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

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the proprietor who is also the principal. They met with senior leaders, including the special educational needs coordinator and the designated safeguarding leads.
- Inspectors carried out deep dives in reading, PSHE, mathematics and history. For each deep dive, inspectors met with teachers and curriculum leaders, visited sample lessons, spoke to some pupils about their learning and looked at samples of pupils' work. They listened to pupils read.
- Inspectors looked at a range of other subjects, including science, computer science, art, geography, citizenship and Arabic. They visited lessons, reviewed curriculum plans and spoke to pupils and teachers.
- Inspectors spoke with pupils formally and informally about different aspects of school life.
- Inspectors scrutinised a range of documents. These included policies related to curriculum, teaching, health and safety and complaints. Inspectors reviewed the single central record. They reviewed safeguarding records.
- Inspectors toured the premises to review the suitability of the accommodation.
- Inspectors considered the views of parents who completed the Ofsted Parent View questionnaire.

Inspection team

Chris Davies, lead inspector

His Majesty's Inspector

Steven Barnes

Ofsted Inspector

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