

School inspection report

29 April to 1 May 2025

Baytul Ilm Secondary School

12a Clarke Road

Bletchley

Milton Keynes

MK1 1LG

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'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	4
AREAS FOR ACTION.....	4
RECOMMENDED NEXT STEPS	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	5
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	6
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	7
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	8
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	10
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	10
SAFEGUARDING	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	11
SCHEDULE OF UNMET STANDARDS	12
<i>Section 1: Leadership and management, and governance</i>	<i>12</i>
<i>Section 2: Quality of education, training and recreation.....</i>	<i>12</i>
<i>Section 3: Pupils’ physical and mental health, and emotional wellbeing</i>	<i>13</i>
SCHOOL DETAILS	14
INFORMATION ABOUT THE SCHOOL.....	15
INSPECTION DETAILS	16

Summary of inspection findings

1. The proprietors and leaders know the school well and have developed an appropriate curriculum in line with its Islamic ethos. However, they do not demonstrate the required skills and knowledge to meet the Standards and fulfil all of their responsibilities to promote the wellbeing of pupils.
2. Leaders' oversight of teaching does not ensure that pupils make good progress, particularly in the younger year groups. Teachers' planning is not always adapted to pupils' prior learning and needs. This includes provision for pupils who may have special educational needs and/or disabilities (SEND).
3. The required information is not made available to parents. The school does not have a suitable disability access plan or provide information relating to the school's provision for pupils who speak English as an additional language (EAL) or who have an education, health and care (EHC) plan.
4. Leaders do not give due regard to recent statutory guidance on attendance, for instance the reporting of long-term pupil absences. The accommodation for sick or injured pupils is not suitable.
5. Leaders have a clear plan for the future development of the school and have recently purchased additional premises to support this process. They have effective procedures to manage risk. Any complaints raised by parents receive a prompt response.
6. The curriculum is planned to provide pupils with an Islamic education alongside an appropriate secular curriculum. It takes due account of the need to prepare pupils for their GCSE examinations. Pupils apply themselves well in lessons. They have opportunities for physical education (PE) and a choice of after-school activities to increase their skills and interests.
7. Staff know pupils well and provide effective pastoral support as required. Pupils generally behave well and show respect for each other, recognising the importance of diversity and cultural differences. The school is a harmonious society. The programmes for personal, social, health and economic (PSHE) education, citizenship and relationships and sex education (RSE) prepare pupils for life in modern society.
8. Leaders ensure there are effective procedures for health and safety, fire safety and the supervision of pupils.
9. In line with the school's ethos, pupils contribute to the wider community through practical projects and fundraising. Leaders also provide a careers programme which supports pupils to make an informed choice from a range of different options.
10. There are suitable safeguarding procedures in place. Staff receive regular training and are clear about their responsibility to report any concerns. Pupils know how to stay safe, including when they are online.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are not met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively, so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- teachers' planning takes into account pupils' prior learning and individual needs so that activities are consistently matched to their abilities and needs of individual pupils, and their progress is good
- the required information is made available to parents and prospective parents
- the school has a suitable accessibility plan, as required by the Equality Act 2010
- leaders update policies in line with statutory guidance, including the reporting of long-term pupil absence
- there is suitable accommodation for pupils who are injured or unwell.

Recommended next steps

Leaders should:

- ensure teachers provide consistently useful feedback so that pupils know how to improve their work.

Section 1: Leadership and management, and governance

11. The school's Islamic ethos is central to leaders' planning, successfully promoting pupils' spiritual learning and their sense of social responsibility. Leaders have developed a curriculum which includes religious learning alongside an appropriate range of subject areas.
12. The proprietors are dedicated to supporting the school's future development, including the purchase of additional premises. However, the proprietors do not assure that leaders have the appropriate knowledge and skills to fulfil their responsibilities effectively and ensure that the school meets all of the Standards.
13. Leaders' oversight of teaching is not effective as it does not ensure that teaching is matched to the needs of pupils in order to enable all pupils to make good progress. Leaders are not aware of the requirements of recent statutory guidance, in particular the reporting of pupil absences, and the attendance policy does not cover all of the necessary aspects.
14. Leaders had not produced a suitable accessibility plan, as required under Schedule 10 of the Equality Act 2010. The actions and timescales required to improve pupil access to the curriculum and site were not clear. A new plan was produced during the inspection but was not implemented.
15. The current accommodation for pupils who are sick or injured is not suitable as it does not provide the necessary degree of privacy.
16. Information relating to the school's provision for pupils who speak EAL or have an education, health and care (EHC) plan was not made available as required. A range of policies and other key information is made available to parents and prospective parents on the school's website.
17. Leaders have a clear vision for the school's future development, as evidenced by the recent purchase of additional premises to provide additional facilities for teaching, sport and recreation.
18. The school works effectively with other agencies as required to support the wellbeing of pupils, including local safeguarding partners. Suitable safeguarding arrangements are in place relating to reporting concerns, staff training and recruitment, and pupils know how to keep themselves safe.
19. Leaders understand and manage risk effectively. They implement effective procedures so that risks relating to activities on the school site and on school trips are all carefully risk assessed. There are detailed records, which are reviewed and adapted as required. Leaders consider any unintended consequences of their decisions, for example their curriculum planning choices.
20. The school has an appropriate policy for complaints, which includes procedures that allow parents to raise any complaints on an informal basis in the first instance. Leaders respond in a timely and positive manner and keep records of any complaints. Leaders take effective action where necessary in response to issues raised.

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

21. Standards are not consistently met with respect to the provision of information and Schedule 10 of the Equality Act 2010. Standards relating to governance, leadership and management are not met.

22. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Section 2: Quality of education, training and recreation

23. The quality of teaching does not meet the Standards. Pupils' prior learning and individual needs are not always understood by teachers. As a result, planned activities are not always matched to the prior attainment and needs of individual pupils and their progress is not consistently good. Teachers do not consistently adapt their teaching strategies in the light of pupils' learning. This is most notable in lessons for younger pupils. Occasionally, pupils' restless behaviour is linked to activities that are not well matched to their needs. However, teaching for older pupils is more effective in preparing them for their forthcoming GCSE examinations, and the planned activities are better matched to their prior attainment and needs. Teachers understand the examination requirements.
24. The school does not identify any pupils who have SEND. Leaders do not ensure that teaching is adapted to meet the needs of individual pupils. During the inspection, leaders introduced individual education plans, which outline the support and teaching strategies for some individual pupils, and targets for improvement, but these are not yet implemented. The lack of identification and recognition of pupils who have potential learning needs limits the support that can be provided for these pupils and restricts their progress.
25. No pupils are currently identified as speaking EAL. Some teachers provide additional support for pupils through additional vocabulary sheets and adapted activities, but this provision is not co-ordinated or consistent.
26. Leaders provide a well-planned curriculum which covers an appropriate range of subjects. All pupils study citizenship and modern Arabic. In addition, pupils study an Islamic curriculum, which includes Hifdhul Qur'an (memorising the Qur'an), Alimiyyah (Islamic law and theology) and Islamic studies. This prepares them well if they choose to continue their religious education at a higher level in future.
27. As a result of the curriculum planning decisions by leaders, pupils' subject choice at GCSE is limited. Additional teaching time is allocated to the teaching of mathematics, English and science for older pupils to help prepare them for their GCSE examinations.
28. Pupils are well motivated and apply themselves to their work in lessons. Teachers have high expectations with regard to pupils' effort. This is particularly noticeable during Islamic curriculum lessons, where pupils make good progress, for example in their recall of sections of the Qur'an.
29. Leaders have created a suitable assessment framework. Pupils take standardised assessment tests upon entry, and progress from their starting points is tracked. Teachers typically give helpful and informative feedback to pupils about how to improve their work in future, but this is not consistent in all lessons, particularly those for younger pupils.
30. Teachers have a secure knowledge and understanding of the topics they teach and demonstrate enthusiasm for their subject. They use a range of resources effectively in their teaching. Teachers deploy suitable strategies for managing behaviour.
31. The school shares pupils' progress and performance through informative twice-yearly written reports and regular meetings with parents.

32. A limited programme of after-school recreational activities helps to develop pupils' skills and interests beyond the curriculum. For example, requests from the school council led to the creation of science and jujitsu clubs.

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

33. Standards are not consistently met with regard to the quality of teaching and ensuring pupils' progress.
- 34. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

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

35. The school's Islamic ethos is central to its approach to promoting pupils' spiritual and moral learning. Pupils understand and seek to follow these principles. They understand the importance of tolerance and of respecting individual difference. Pupils develop self-esteem and self-confidence and take pride in their achievements at school. They understand their positive qualities and areas for development.
36. Leaders do not take account of statutory guidance on attendance in the school's policy or procedures. Leaders are not aware of recent additional reporting requirements related to long-term pupil absence. The school maintains the required attendance records and reports to the local authority any pupils who leave or join the school at non-standard transition times. The admission register has the necessary information, including parent contact details.
37. The accommodation for pupils who are sick or injured is not appropriate. It is located in the main school office and reception and provides limited privacy.
38. Leaders work effectively to promote pupils' physical and emotional wellbeing and provide support for pupils' mental health needs. Staff know the pupils well and regularly monitor pupils' emotional wellbeing, providing encouragement and pastoral support where required. They communicate effectively with parents, ensuring that they are kept informed and understand the work the school is undertaking to support their children. Staff are trained in mental health first aid, and pupils are confident that they know who to approach for support with their emotional and physical wellbeing.
39. Leaders promote pupils' physical health and development. Pupils take part in a PE lesson each week, using local sports facilities to develop their skills and fitness through a variety of different sports and activities, including swimming.
40. Through a well-structured PSHE course, lessons in citizenship and assemblies, pupils gain an appropriate understanding of equality, diversity and inclusion. Pupils appreciate the importance of a healthy diet and lifestyle. A structured RSE curriculum, aligned to the statutory guidance in this area, ensures that pupils develop an age-appropriate knowledge and understanding of topics such as consent and how to establish and maintain a healthy relationship. Parents are consulted on the content of the curriculum and have an opportunity to view the teaching resources.
41. Leaders ensure there is a good standard of behaviour in the school and adults model positive relationships effectively. Pupils are typically respectful, polite and considerate towards one another, adults and visitors. Rewards and sanctions are applied consistently. Leaders have developed effective policies to address bullying. Any incidents are carefully logged, and appropriate action is taken, including the provision of support for all parties involved.
42. Effective health and safety arrangements are in place. The premises are secure, well maintained and provide a safe environment for pupils. Any maintenance issues are addressed promptly. Fire arrangements comply with the Regulatory Reform (Fire Safety) Order 2005. Regular evacuation drills take place, alarms are tested as required and all exit routes are clear and well-marked.

43. Suitably trained staff provide first aid and support for any specific medical conditions such as anaphylaxis. Sufficient well-stocked first aid kits are available.
44. Leaders ensure there is suitable supervision in place for pupils, both on the school site and during trips and outings. Staff are deployed effectively to monitor activities on the school site, and pupils are well supervised.

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

45. Standards are not consistently met with respect to leaders following statutory guidance and accommodation for pupils who are sick or injured.
- 46. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

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

47. Leaders have developed a well-planned programme of human, social and economic education. Through the curriculum and assemblies, and by their example, leaders encourage pupils to show mutual respect for other pupils' backgrounds. As a result, the school is a harmonious community. Pupils recognise the importance of respecting the diversity and individual characteristics of all members of society and are prepared well for life in British society. Leaders actively promote British values such as the rule of law and respect and tolerance. Pupils understand these values and look to follow them in their daily lives.
48. Pupils develop effective social skills as a result of the clear guidance they receive from their teachers. Pupils understand right from wrong, readily accept responsibility for their behaviour and will seek to make amends when required. Pupils readily contribute to the school's local community, through raising money for charities, but also in more practical ways, such as by working on nearby environmental projects, helping to clear green spaces, carry out gardening activities and plant trees.
49. Leaders ensure that pupils understand and show respect for the law, public institutions and services of England through the PSHE and citizenship programme. These are complemented by activities such as visits from the local police to talk about their work and guidance to help pupils to stay safe, discussing potential hazards such as knife crime. Pupils also undertake regular trips to meet their local member of parliament at Westminster.
50. Pupils demonstrate an understanding and respect for other faiths and cultures. For example, pupils learn about Judaism in religious education lessons and engage in comparing their own faith, traditions and festivals to those of others.
51. Pupils develop their understanding of democracy through opportunities to vote for their peers. They are keen to undertake roles such as school councillors, holding hustings events to present their ideas, seeking the votes of their peers. Leaders seek to ensure they are presented with a balanced perspective on political issues, so that they can understand events in the wider world and can play a positive role as citizens in the future. Pupils are firm about the need to understand both sides of an issue before coming to a judgement.
52. Leaders have developed a well-planned careers programme which builds on recognised principles. They have worked effectively to ensure the school's first set of leavers are well informed. Pupils learn about a wide and balanced range of career options and then receive individual guidance to help them to achieve their aims. This is supported by a work-experience programme. Pupils' economic understanding develops through learning about money, activities such as learning how to open a bank account, understanding the way in which different careers are remunerated and learning the different ways in which interest is calculated.

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

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

Safeguarding

54. Leaders have established a suitably trained team to oversee safeguarding, made up of the designated safeguarding lead and two trained deputies. The proprietors carry out a suitable annual review of the safeguarding policy and procedures, including those relating to the recruitment of staff.
55. Staff understand their responsibility to promote pupils' safety and wellbeing. Staff are regularly trained and assessed on their knowledge of safeguarding, including potential online harms. This includes the prevention of extremism, and the contextual risks related to their local area. They understand the staff code of conduct and know what to do if a pupil shares a concern.
56. Leaders respond appropriately when safeguarding concerns arise. They understand the need to share these concerns promptly with outside agencies. External advice is sought where relevant. Low-level concerns about staff are recorded and monitored.
57. Safeguarding records include the reasons for any decisions, have the required levels of detail and are kept securely.
58. Pupils learn how to stay safe online through lessons about internet safety. There is an effective system for monitoring and filtering online activities. Trained staff are notified of any concerns so that leaders can follow them up.
59. Pupils have a range of ways in which they can seek support. Pupils know that they can speak to a range of adults if they have a concern, and understand that they can contact the safeguarding governor directly.
60. Leaders implement thorough recruitment procedures. They undertake the required checks on staff and other adults. These checks are accurately detailed on the single central record (SCR) of appointments in addition to the evidence held in staff files. Visiting speakers are checked and supervised.

The extent to which the school meets Standards relating to safeguarding

61. All the relevant Standards are met.

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR ¹ Part 6, paragraph 32(1)	The standard about the provision of information by the school is met if the proprietor ensures that –
32(1)(b)	the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
32(3)	The information specified in this sub-paragraph is –
32(3)(b)	particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language.
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.
Other legislation (Accessibility plan)	The school does not fulfil its duties under Schedule 10 of the Equality Act 2010.

Section 2: Quality of education, training and recreation

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 1, paragraph 3	The standard in this paragraph is met if the proprietor ensures that the teaching at the school –
3(a)	enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
3(c)	involves well planned lessons and effective teaching methods, activities

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

	and management of class time;
3(d)	shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.

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

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR 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 5, paragraph 24(1)	The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including –
24(1)(a)	accommodation for the medical examination and treatment of pupils;
24(1)(b)	accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility

School details

School	Baytul Ilm Secondary School
Department for Education number	826/6020
Address	12a Clarke Road Bletchley Milton Keynes MK1 1LG
Phone number	01908 804163
Email address	admin@baytulilm.org.uk
Website	baytulilm.org.uk
Proprietor	Baytul Ilm Secondary School
Chair	Mr Muhammad Miah
Headteacher	Mr Muhammad Miah
Age range	11 to 16
Number of pupils	75
Date of previous Ofsted inspection	8 to 10 June 2022

Information about the school

62. Baytul Ilm School is an Islamic day secondary school for male pupils. It operates as a limited company, overseen by three directors. The chair of proprietors is also the headteacher. The directors are supported in their work by an advisory board of governors.
63. The school first opened in June 2021 and currently educates pupils from Years 7 to 11.
64. This is the school's first inspection by ISI.
65. The school has not identified any pupils as having special educational needs and/or disabilities (SEND). No pupils have an education, health and care (EHC) plan.
66. The school does not identify any pupils as having English as an additional language (EAL).
67. The school states its aim is to promote educational excellence within a supportive and secure environment, underpinned by Islamic values. It seeks to focus on discipline, mutual care and respect, fostering a culture that extends beyond the classroom and into the wider community. The goal is to nurture students' academic, personal and spiritual growth.

Inspection details

Inspection dates

29 April to 1 May 2025

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

69. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registrations
- discussions with the chair and other proprietors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the facilities for physical education
- a tour of the school site, including the facilities for sick or injured pupils
- scrutiny of samples of pupils' work, in conjunction with pupils and teachers
- scrutiny of a range of policies, documentation and records provided by the school.

70. 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**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net