

Progress monitoring inspection report

14 November 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'.

Inspection outcome

The school meets all the relevant Standards that were considered during this inspection.

Inspection findings

Part 1. Quality of education provided

ISSR paragraphs 3(a)(c) and(d)

1. Teachers know their pupils well, are well informed about their prior learning and understand their individual needs. Sequences of lessons are effectively designed so that pupils acquire and increase their knowledge systematically. Planned activities engage pupils so that they are focused on the tasks set. Teachers check pupils' understanding and knowledge in lessons and adapt their teaching accordingly. As a result, pupils' understanding and skills are effectively developed and they make good progress.
2. Teachers effectively apply the knowledge they have gained from recent training to develop their teaching skills. Teachers use a variety of approaches which are tailored to meet the different needs of pupils in the class. Leaders ensure that pupils are given the help they need to secure their knowledge and deepen their understanding. Individual learning plans help staff identify the strategies to use to support pupils effectively.
3. Pupils are effectively challenged through appropriate questioning, either verbally or in written tasks so that they make good progress.
4. Leaders have identified pupils who speak English as an additional language. Teachers provide suitable support in class, including verbal translation of instructions and the use of bespoke worksheets with translations, where necessary. This enables pupils who are developing their fluency and confidence in English to access the curriculum and make good progress.
5. The school meets the Standards.

Part 3. Welfare, health and safety of pupils

ISSR paragraphs 7(a) and (b)

6. There is a suitably trained team of staff with particular responsibilities for safeguarding. They continue to promote the safeguarding and wellbeing of pupils. They ensure staff are trained and have regular opportunities to discuss and review different aspects of their training, including the impact of misinformation and online risks. In this way leaders are able to check the understanding of staff in relation to safeguarding. This also helps ensure that training remains up to date and is kept under constant review.
7. Leaders ensure that the school attendance policy takes into account the statutory guidance on attendance and that this is followed in procedures. The school's attendance champion maintains and monitors the attendance register, regularly reporting patterns and trends to the school leaders and governors. Swift action is taken to follow up and discuss any absence with parents so that high levels of attendance are maintained. Leaders are fully aware of the thresholds for reporting to the local authority, including for long-term absence should it be necessary.
8. Staff have a clear understanding of the code of conduct and their duty to report any low-level concerns about adults working with children. The headteacher keeps appropriate logs to record any concerns raised. Actions resulting from these are incorporated into further staff training.

9. Staff responsible for safeguarding maintain secure and appropriate records of any concerns, including those detailing suitable interactions with external agencies. They also ensure that pupils are appropriately supported.
10. Pupils understand how to raise any concerns they may have. They learn how to keep safe, including when online. There are effective mechanisms in place to monitor online use. The directors ensure the internet filtering and monitoring systems are effective.
11. Directors review policy and procedures annually, including those relating to safer recruitment of staff. The required checks are suitably recorded on the single central record (SCR) of appointments and in accompanying staff files.
12. The school meets the Standards.

Part 5. Premises of and accommodation at schools

ISSR paragraphs 24(1)(a) and (b)

13. The accommodation for pupils who are sick or injured is now suitable and provides appropriate privacy for pupils who are unwell.
14. The school meets the Standards.

Part 6. Provision of information

ISSR paragraphs 32(1)(b) and (c) and 32(3)(b)

15. The required information is made available to parents. Leaders ensure that the school policies relating to the provision for pupils who speak English as an additional language and for pupils who have special educational needs and/or disabilities (SEND) are available to parents via the school website. Leaders also ensure that the school's safeguarding policy is published to parents on the school's website.
16. The school meets the Standards.

Part 8. Quality of leadership and management of schools

ISSR paragraph 34

17. Directors and governors ensure that the leaders demonstrate good knowledge and skills. The welfare and health and safety culture, along with the educational quality in the school support pupils' wellbeing. The premises and accommodation are suitable, and the required information is appropriately available to parents.
18. Directors and governors visit the school and receive regular reports. This helps them to monitor and ensure that the action plan to address previously unmet standards following the previous inspection has been fully implemented.
19. Leaders have appropriate oversight of teaching to ensure that pupils, including those in the younger year groups, make good progress. They ensure teachers have the necessary training and support to enable them to plan and adapt their teaching to meet the needs of pupils. Leaders have introduced a variety of assessment methods so teachers can take into account the prior learning of pupils and meet their needs. This includes those the school has identified as needing additional learning support and any pupils who speak English as an additional language. Leaders have been appointed to take responsibility for teaching and learning to provide oversight of teaching and learning across

the school. Leaders monitor teaching effectively to ensure that pupils' individual learning plans inform planning and teaching so that pupils can make good progress.

20. Leaders effectively monitor safeguarding procedures. Directors and governors ensure all the required policies including the safeguarding policy are available to parents and implemented consistently. They ensure that any statutory guidance including that on attendance is taken into account in policy and procedure, including reporting long-term absence should it be necessary.
21. Leaders have ensured that the school fulfils its duties under Schedule 10 of the Equality Act 2010 by implementing its suitable disability access plan. This covers a period of three years and gives information and timescales to show how the school improves access to the curriculum and site and the provision of information.
22. The leaders and management of the school fulfil their responsibilities so that the wellbeing of the pupils is actively promoted.
23. The school meets the Standards.

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	81
Date of previous inspection	29 April to 1 May 2025

Information about the school

24. 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. The school first opened in June 2021 and currently educates pupils from Years 7 to 11.
25. There are no pupils identified as having special educational needs and/or disabilities (SEND). No pupils have an education, health and care plan (EHC plan).
26. The school has identified a small number of pupils who have English as an additional language (EAL).
27. The school states that 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.

Purpose of the progress monitoring

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. This inspection was an unannounced progress monitoring inspection which was carried out at the request of the Department for Education. The purpose of this inspection was to monitor the progress the school has made in meeting the Independent School Standards, and any other requirements that the school was judged not to comply with at its previous inspection.

Inspection details

Inspection dates

14 November 2025

28. Two reporting inspectors visited the school for one day.

29. Inspection activities included:

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- discussions with the chair of governors and members of the governing body
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- 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.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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