



**ISI** Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE INSPECTION**

**KASSIM DARWISH GRAMMAR SCHOOL FOR BOYS**

**MARCH 2017**



## School's details

<b>School</b>	Kassim Darwish Grammar School for Boys	
<b>DfE Number</b>	352/6049	
<b>Registered charity number</b>	1073862	
<b>Address</b>	Kassim Darwish Grammar School for Boys Hartley Hall Alexandra Road South Chorlton-cum-Hardy Manchester M16 8NH	
<b>Telephone number</b>	0161 8607676	
<b>Email address</b>	admin@kdgrammar.co.uk	
<b>Headteacher</b>	Mr Akhmed Hussain	
<b>Chair of Trustees</b>	Mr Farroukh Zaheer	
<b>Age range</b>	11 to 16	
<b>Number of pupils on roll</b>	130	
	<b>Boys</b>	130
<b>Pupils' ability</b>	The school does not use standardised tests. However, its own assessments indicate that the ability of pupils is above average.	
<b>Pupils' needs</b>	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is nine. One of these pupils has an education, health and care (EHC) plan. They require support with language and literacy skills. Twelve pupils have English as an additional language (EAL), one of whom requires additional support.	
<b>History of the school</b>	The school was founded in 1999 and moved to its current site, the grade II listed Hartley Hall, in 2000. It is named after its benefactor, Kassim Darwish.	
<b>Ownership and governing structure</b>	The school is owned by the Manchester Islamic Education Trust Ltd., a company limited by guarantee and a registered charity, which also runs two other Islamic schools in the area. The trustees form the governing body of the school.	
<b>School structure</b>	There are normally two tutor groups per year group	

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	and pupils belong to one of three mixed year-group houses.
<b>Other useful information</b>	The school admits pupils from a wide catchment area, which includes Oldham, Rochdale, Bury and Bolton.
<b>Inspection dates</b>	8 to 9 March 2017

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## PREFACE

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school’s accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school’s most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any unmet standards and any qualitative concerns identified at their previous inspection.

**This is a COMPLIANCE ONLY inspection and as such reports only on the school’s compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#).

## SUMMARY EVALUATION

**The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

### PART 1

#### Quality of education provided

At GCSE, in the years 2014 to 2015, performance has been above the national average for maintained schools.

The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.

**The standards relating to the quality of education [paragraphs 1–4] are met.**

### PART 2

#### Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

**The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### PART 3

#### Welfare, health and safety of pupils

Good behaviour is promoted, health and safety requirements are met, and provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained as required and a disability access plan is in place.

Arrangements made to safeguard and promote the welfare of pupils are in place. However, these do not pay due regard to current statutory guidance. Trustees do not conduct the required annual review of the school's child protection policies, the effectiveness of safeguarding procedures and their implementation. Recruitment checks for the chair of trustees and other trustees have not been correctly undertaken and recorded. The incidence of bullying is currently low. However, the school does not have an effective anti-bullying strategy to ensure that it is prevented as far as is reasonably practicable. The school does not have a written fire risk (prevention) policy. Fire drills are regularly undertaken and relevant equipment is well maintained. However, adequate signage is not provided for escape routes in all areas. Risk assessments are completed for many activities, but the school does not have the required written risk assessment policy.

**The standards relating to welfare, health and safety in paragraphs 9, 11, 13, 14 and 15, the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met but those in paragraphs 7 [safeguarding], 10 [prevention of bullying], 12 [fire prevention] and 16 [risk assessment] are not met.**

**Action points 1 and 2**

- the school must ensure that trustees complete a review of the school's child protection policies at least annually, including a review of the effectiveness of procedures and their implementation [paragraphs 7(a) and (b)];
- the school must follow current regulatory guidance with regard to recruitment checks for trustees [paragraphs 7(a) and (b)].

**Action point 3**

- the school must draw up and implement an effective anti-bullying strategy [paragraph 10].

**Action point 4**

- the school must produce a fire risk (prevention) policy which includes the elimination or reduction of risk from dangerous substances, and ensure adequate signage throughout the site [paragraph 12].

**Action point 5**

- the school must ensure that the welfare of its pupils is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and that appropriate action is taken to reduce risks that are identified [paragraph 16].

**PART 4****Suitability of staff, supply staff, and proprietors**

The school makes appropriate checks to ensure the suitability of staff and a register is kept as required.

The school does not meet the regulatory guidance requirements regarding the recruitment checks for trustees. The register of trustee appointments does not detail the full appointment information because not all checks have been undertaken in a timely manner, as required.

**The standards relating to the suitability of those in contact with pupils at the school in paragraph 18 are met but those in paragraphs 20 (5) (b) (i) and (ii), 20 (6) (b) (i) and (ii), 21 (6) and 21 (7) (b) are not met.**

**Action points 6, 7 and 8**

- the school must ensure that an enhanced DBS check for the chair of trustees is countersigned by the Secretary of State [paragraphs 20 (5) (b) (i) and (ii)];
- the school must ensure that the required checks are undertaken upon trustees in a timely manner [paragraphs 20 (6) (b) (i) and (ii)];
- the school must ensure that the register of trustee appointments includes dates on which required checks were completed [paragraphs 21 (6) and (7)(b)].

## PART 5

### Premises of and accommodation at schools

Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

**The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## PART 6

### Provision of information

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

The school does not provide details of its arrangements for the prevention of bullying, health and safety or the provision for those with education, health and care (EHC) plans or English as an additional language.

**The standards relating to the provision of information in paragraphs 32 (2), 32 (3) (a), (c), (e), (f) and (g) are met but those in paragraphs 32 (1) (b), 32 (3) (b) and (d) are not met.**

### Action points 9 and 10

- **the school must ensure that particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language are made available [paragraph 32 (3) (b)];**
- **the school must ensure that particulars for arrangements for meeting the standards contained in paragraph 10 [bullying] and paragraph 11 [health and safety] are made available [paragraph 32 (3) (d)].**

## PART 7

### Manner in which complaints are handled

Parental complaints, if any, are handled effectively through a three-stage process (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

**The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8**

### **Quality of leadership in and management of schools**

As a result of the deficiencies listed above, the school's leadership and management do not demonstrate sufficient skills and knowledge to fulfil their responsibilities effectively in order to ensure that the independent school standards are consistently met and, in doing so, actively promote the well-being of the pupils.

**The standards relating to leadership and management of the school in paragraphs 34 (1) (a), (b) and (c) are not met.**

#### **Action point 11**

- **the trustees must ensure that leadership and management acquire the skills and knowledge to fulfil their responsibilities effectively to ensure that the Independent School Standards Regulations are met consistently and the well-being of pupils is actively promoted [paragraphs 34 (1) (a), (b) and (c)].**

## **ABOUT THE INSPECTION**

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the chairman of trustees. They attended registration sessions and visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Mrs Janet Pickering

Reporting inspector

Mr Jaideep Barot

Compliance team inspector (Deputy head, HMC school)

Mr Martin Watson

Compliance team inspector (Former head, HMC and Society of Heads school)