



**ISI** Independent  
Schools  
Inspectorate

**Progress Monitoring Inspection Report**

**Bury Park Educational Institute/Al Hikmah Girls' Secondary School**

**May 2023**

## School's details

<b>School</b>	Bury Park Educational Institute/Al Hikmah Girls' Secondary School	
<b>DfE number</b>	821/6007	
<b>Address</b>	Bury Park Educational Institute/Al Hikmah Girls' Secondary School 82–86 Dunstable Road Luton Bedfordshire LU1 1EH	
<b>Telephone number</b>	01582 728196	
<b>Email address</b>	admin@alhikmahschool.com	
<b>Headteacher</b>	Mr Mohammed Rahman	
<b>Chair of governors</b>	Mr Abul Hussain	
<b>Proprietor</b>	Bury Park Educational Trust	
<b>Age range</b>	11 to 16	
<b>Number of pupils on roll</b>	163	
	<b>Seniors</b>	163
<b>Date of inspection</b>	22 May 2023	

## 1. Introduction

### Characteristics of the school

- 1.1 Bury Park Educational Institute, also known as Al-Hikmah Girls' Secondary School, is an independent school for female pupils. It is located in Luton. A separately registered school for male pupils, which forms part of the Institute, is located a few miles away. The Bury Park Educational Trust maintains oversight of the school, led by its chair, supported by a management committee. The headteacher is responsible for the day-to-day leadership of Bury Park Educational Institute. The school comprises a single senior department. The school has identified six pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan and no pupils speak English as an additional language (EAL). The school's previous inspection was a focused compliance and educational quality inspection which took place in November 2021, followed by a progress monitoring inspection in July 22.

### Purpose of the inspection

- 1.2 This was an unannounced progress monitoring inspection at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the progress monitoring inspection in July 2022. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs).

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraphs 2 (curriculum) and 2A (relationships and sex education)	<b>Met</b>
Part 3, paragraph 5 (spiritual, moral, social and cultural development of pupils)	<b>Met</b>
Part 3, paragraph 7 (safeguarding)	<b>Met</b>
Part 4, paragraph 21 (suitability of staff: single central register of appointments)	<b>Met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 8, paragraph 34 (leadership and management)	<b>Met</b>

## 2. Inspection findings

### Quality of education provided – curriculum [ISSR Part 1, paragraph 2] and relationships and sex education [ISSR Part 1, paragraph 2A]

- 2.1 The school meets the standards.
- 2.2 The school has appropriate policies in place for pupils' personal, social and health education (PSHE) and for relationships and sex education (RSE) and they are effectively implemented. The policies are available on the school's website and the school has appropriately consulted both the pupils and their parents in designing and implementing the course content for RSE, whilst including the requirements of the DfE's statutory guidance. Schemes of work seen indicate course content that is age specific and appropriate to the needs of the pupils. Since the previous inspection a substantial review of the course content has been undertaken. This has ensured that key topics such as the importance of equality and consistent respect for those with protected characteristics now receive suitable focus. In particular, characteristics relating to gender, LGBTQ+ and the role of females in society. Schemes of work and pupils in discussion confirmed that these topics are discussed across all age groups and are regularly reinforced with assemblies and form time meetings. These have specialist weekly RSE themed topics set for pupil discussion, enabling them to have a greater understanding of these topics.
- 2.3 Pupils' experience of careers advice and guidance has been sufficiently improved to ensure they receive a suitably broad range of accurate and up-to-date guidance presented in an impartial manner. Careers advice is made available through local providers and council bodies, and is supported by the holding of specific careers days at the school, which now gives more focused and appropriate careers coverage. Further guidance is made available through established links with local colleges and universities, with work experience available for Year 10 pupils and a continuing programme of workshops for Year 11 pupils. Pupils spoke of focused assemblies in which speakers from various local industries and businesses are invited to address the pupils, which also include a number of parents who are invited in to provide careers-specific advice for pupils. This provision ensures that pupils are able to make informed choices about a broad range of career choices and helps to encourage them to fulfil their potential.

### Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]

- 2.4 The school meets the standard.
- 2.5 The re-evaluation of the PSHE and RSE curriculum programmes has enabled the school to ensure active and sufficient promotion of principles which encourage in all pupils respect for other people. This includes ensuring that particular regard is paid to the protected characteristics set out in the 2010 Equality Act, including LGBTQ+. Pupils commented that topics such as different faiths and cultures, respect and tolerance, and the promotion of diversity and respect for minority groups such as those who are LGBTQ+, are well covered in the PSHE and RSE curriculum. This is confirmed in schemes of work. Pupils said that they enjoyed these lessons, as it enabled them to open up conversations with their fellow pupils and with their teachers. Pupils stated that their teachers handle such topics sensitively and with respect, whilst creating a safe environment for debate and discussion to take place. Additionally, they commented that such topics were often included in the weekly focus group discussions for form groups. This enables pupils to have a deeper understanding and better appreciation of the importance of these curriculum topics.

## **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]**

### **Safeguarding policy**

- 2.6 The school meets the requirements.
- 2.7 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

### **Safeguarding implementation**

- 2.8 The school meets the standards.
- 2.9 Safeguarding arrangements are implemented effectively, including those related to the pupils with specific needs. Arrangements reflect the current guidance appropriately. Senior leaders ensure that, where appropriate, they access both support and guidance from the local authority in handling safeguarding matters. There is regular and appropriate contact with support services, in order that referrals are made in an appropriate and timely manner. The school meets the requirements of *Working Together to Safeguard Children*. The senior leaders work closely with the governing board, in particular the safeguarding governor, who is kept informed of any developing issues related to pupil welfare. The safeguarding and welfare team has been increased in number. Further training has been accessed to ensure that the safeguarding team is now more cohesive. These measures allow implementation of the school's safeguarding procedures to be more effectively managed by senior leaders and monitored by the governing board.
- 2.10 The school provides appropriate support for pupils' needs, including those with SEND. Staff listen to children and take appropriate and timely action when pupils raise concerns. Pupils confirmed this and it is evident in records of safeguarding. All staff have received suitable training on the changes in statutory guidance and online safety, as have all governing board members. Staff training is now sufficiently rigorous and staff understanding of what they have learnt is checked through scenario discussions and through quizzes. When new staff are appointed, they complete a comprehensive induction process to ensure they understand their safeguarding responsibilities. All staff are familiarised with *Keeping Children Safe in Education (KCSIE)* Part 1 and Annex B. The designated safeguarding lead (DSL) and deputies have sufficient status and authority to undertake their roles. They have the appropriate level of training, which is in line with local procedures. The DSL and deputies provide regular updates to all staff and opportunities for discussion on any changes to safeguarding policies and their implementation. Records of training are kept effectively and any absences are followed up appropriately.
- 2.11 Staff throughout the school have a full understanding of their safeguarding responsibilities. They are suitably clear on the procedures for reporting any concerns about pupils and operate these appropriately. Policies which support the safeguarding culture of the school, such as the staff code of conduct, the whistleblowing policy and safer recruitment process are checked for effective implementation through a newly introduced governing board audit process. Staff are alert to the particular needs of individual pupils and respond to these appropriately. They understand clearly the types of child-on-child abuse that can occur and the significance of reacting to and reporting such behaviours effectively. This includes those that might involve senior leaders or other adults working with pupils. Appropriate and detailed records of any safeguarding concerns are maintained. Scrutiny of the recording of safeguarding incidents demonstrates an effective, recently improved and implemented system of incident recording. Detailed analysis of any incidents takes place, supported by effective monitoring systems, overseen by the governing board safeguarding lead. Records distinguish between safeguarding and other matters effectively and are appropriately recorded and maintained.

- 2.12 There are appropriate measures to handle any allegations against adults working in the school. Staff understand these and are prepared to report any concerns they may have. The governing board undertakes an annual safeguarding review with due diligence and the safeguarding governor has implemented a termly safeguarding review process that effectively tracks any safeguarding related incidents. Senior staff now demonstrate a suitable rigour in their oversight of these arrangements. This includes, if necessary, consultation with external professionals and undertaking a review of any safeguarding incidents that may occur. If the handling of any incidents demonstrates a need for improved practice, this is implemented.
- 2.13 Governors implement suitable recruitment procedures and staff are monitored appropriately to ensure that they comply with the expectations of the staff code of conduct. An improved staff recruitment checking process is now in place. This ensures that all the required recruitment checks, in particular those related to checks of references and of the list of those prohibited from management, are completed before anyone commences a role at the school.

### **Suitability of staff, single central register [ISSR Part 4, paragraph 21]**

- 2.14 The school meets the standard.
- 2.15 Checks undertaken on the entry of data into the staff single central register (SCR) indicate that the process of recording recruitment checks on potential and existing staff is now appropriate. A new format of SCR is in place. Scrutiny of a sample of entries demonstrated that staff checks recorded now correspond to the details contained in staff files, with all the required data being appropriately entered. In order to further check accuracy of the SCR, senior leaders and both the chair of governors and the safeguarding governor now undertake their own termly checks. The school's newly implemented safeguarding audit includes maintenance of the SCR as an integral part of the termly review process.

### **Provision of information [ISSR Part 6, paragraph 32(1)(c)]**

- 2.16 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website and is provided to parents on request.

### **Quality of leadership and management [ISSR Part 8, paragraph 34]**

- 2.17 The school meets the standard.
- 2.18 The governors and senior leaders have implemented all of the points in the school's action plan effectively. Appropriate measures are in place to support ongoing compliance. Governors and senior leaders demonstrate good skills and knowledge to ensure their duties and responsibilities are fulfilled effectively and that the standards are consistently met and the wellbeing of pupils is actively promoted.

### **3. Regulatory action points**

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014, and no further action is required as a result of this inspection.

## 4. Summary of evidence

4.1 The inspectors held discussions with the head, senior leaders and other members of staff and met with the safeguarding governor. They visited different areas of the school and talked with groups of pupils. They scrutinised a range of documentation, records and policies.

### Inspectors

Mr Tony Halliwell

Reporting inspector

Mr Steven Popper

Assistant reporting inspector