

School inspection report

4 to 6 November 2025

Al-Ameen Primary School

Stanfield House
447 Warwick Road
Birmingham
West Midlands
B11 2JR

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'.

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Summary of inspection findings

1. Governors do not maintain effective oversight of the school. They do not ensure that leaders have the skills and knowledge needed to fulfil all their responsibilities. As a result, leaders do not always promote pupils' wellbeing effectively and there are serious and multiple failings in the school's provision.
2. The school does not make all required information available to parents. In particular, the school does not make available to parents the first aid policy, the complaints policy or the number of formal complaints in the previous academic year. The school does not publish its relationships and sex education (RSE) policy on the school's website, as required by current statutory guidance.
3. Leaders do not ensure that the curriculum takes into account the needs of all groups of pupils. Pupils who have special educational needs and/or disabilities (SEND) and those who speak English as an additional language (EAL) are not effectively identified, and as such, pupils with specific needs are unable to make as much progress as possible. Pupils with higher prior attainment are not given opportunities to extend their learning and understanding through challenging classroom activities.
4. Not all teaching is effective. Some teaching does not promote pupils' motivation to learn. Teaching does not always involve well-planned lessons and effective teaching methods. Activities and management of class time do not always provide sufficient challenge to enable pupils to make good progress. Not all the feedback provided to pupils enables them to understand how to improve their work further.
5. Leaders do not ensure that children in the early years are adequately supervised while eating. Children are not continuously supervised during meals by staff trained in valid paediatric first aid.
6. Attendance registers are not maintained in accordance with current statutory guidance. In particular, the school does not always use the correct codes in the attendance registers or establish reasons for non-attendance. Leaders do not always update attendance register codes to reflect reasons for non-attendance when these are known.
7. Teachers provide verbal and written feedback to the pupils in different forms, which enables pupils to understand the progress they have made in the presentation of their work. However, teachers' feedback does not always identify pupils' specific learning targets or next steps. School leaders widely promote the school's aims, values and ethos, and a positive Islamic culture in the school. They develop pupils' understanding and acceptance of all faiths and cultural diversity.
8. Teaching in the early years provides children with sensitive and appropriate support to ensure their effective learning. Teachers provide children with appropriate levels of challenge and make effective use of resources and the environment, including the outdoor area, to promote children's learning and progress.
9. Pupils behave consistently well as a result of the school's sustained emphasis on the principle of kindness towards others. Leaders employ a range of appropriate behaviour strategies to encourage good behaviour, and the use of sanctions is rarely needed. Bullying incidents occur very rarely, if at all. Starting in the early years, children and pupils are regularly reminded of the class rules and, as a result, they are polite and responsive to one another.

10. At the start of the inspection, not all sources of drinking water were clearly labelled as such. Leaders rectified this before the end of the inspection.
11. When the inspection commenced, the attendance policy did not identify the correct attendance codes required by the school. Leaders amended the policy before the end of the inspection.
12. The personal, social, health and economic education (PSHE) programme, supported by a comprehensive assembly programme, encourages an understanding and appreciation of diversity and covers many topics, including human rights and internet safety. Pupils are given opportunities to appreciate different faiths, which encourages a broad awareness of spirituality and helps develop pupils' moral understanding.
13. The curriculum enables pupils to develop their social and economic understanding effectively. Pupils develop a clear understanding of, and respect for, the rule of law, British institutions and democracy. Staff model the principles they expect pupils to abide by, developing pupils' understanding of the differences between right and wrong as part of the culture of the school.
14. Leaders with safeguarding responsibilities respond quickly and appropriately whenever safeguarding concerns are raised. The school carries out all required pre-employment checks on adults before they commence working at the school.

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 not met.

Areas for action

The proprietor must ensure that persons with leadership and management responsibilities at the school:

- demonstrate good skills and knowledge appropriate to their role, so that the independent school standards are met consistently
- fulfil their responsibilities effectively, so that the independent school standards are met consistently
- actively promote the wellbeing of the pupils

so that:

- the first aid policy, the complaints policy and the number of formal complaints in the previous academic year are made available to parents
- curriculum planning takes into account the needs and aptitudes of all groups of pupils, including those who have SEND, those who speak EAL and those with higher prior attainment
- teaching consistently promotes pupils' motivation to learn
- all teaching is well planned and consistently features effective teaching methods that enable pupils, including those who have SEND, to make good progress
- the school publishes its RSE policy on the school's website
- children in the early years are supervised when eating by staff with appropriate paediatric first aid training
- the correct codes are used in the attendance registers
- leaders establish reasons for non-attendance and, when these are known, update attendance register codes to reflect these reasons.

Recommended next steps

Leaders should:

- ensure that all sources of drinking water are always clearly labelled as such
- ensure that teachers' feedback to pupils enables them to understand how to improve their work further.

Section 1: Leadership and management, and governance

15. Governors are not effective in ensuring that all Standards are met. Their oversight does not ensure that leaders carry out all their duties effectively or demonstrate sufficient knowledge and understanding. As a result, the school does not always promote pupils' wellbeing effectively and many Standards are unmet.
16. Leaders do not ensure that parents always have access to all required information. In particular, parents do not have access to the first aid policy, the complaints policy and the number of formal complaints in the previous academic year.
17. School leaders widely promote the school's aims, values and ethos and a positive Islamic culture in the school, as well as an understanding and acceptance of all faiths and cultural diversity.
18. Leaders consider pupils' views about the school, including those voiced in regular school council meetings with senior leaders, to inform their evaluation of the school's provision and its areas for development. They have a detailed self-evaluation document which identifies the priority areas for the school's focus as reading and attendance. Leaders monitor the effectiveness of teaching through learning walks, observations and scrutiny of pupils' work. However, these processes have not translated into changes to teaching or the curriculum to develop pupils' learning and progress further.
19. Suitable risk assessments are in place for the school site, and for trips and day visits, which identify key areas of risk and set out effective actions to keep pupils safe. Leaders ensure effective processes to monitor and review risk assessments regularly through a risk assessment policy that provides clear guidance on identifying risks and implementing effective control measures. Leaders have a clear understanding of the risks pupils can face outside of their family and home environment.
20. Leaders have a clear overview of the early years provision and ensure it provides a well-structured environment which substantially meets the needs of all children. Leaders in the early years share information about the results of the Early Years Foundation Stage Profile with the local authority, as required.
21. Leaders provide comprehensive induction and training when staff start. Leaders foster a supportive culture for all staff to enable them to feel confident in requesting support when needed.
22. Parents are kept well informed about their child's progress through regular reports and face-to-face meetings with staff. Parents receive regular newsletters about the school.
23. There is an effective complaints procedure in place which outlines a suitable three-stage process to allow complaints to be considered both informally and formally. Leaders monitor any complaints carefully, respond promptly and keep thorough records, which include any actions taken in response.
24. The school meets the requirements of the Equality Act 2010. Leaders implement a suitable accessibility plan that sets out actions to ensure that the premises and curriculum are accessible to all pupils, including those who have SEND.

25. Leaders maintain close links with external agencies, such as the local authority. The expertise they provide informs and develops school policies and practices.

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

26. Standards are not met consistently in relation to the curriculum, teaching, safeguarding, first aid, supervision, attendance, provision of information and complaints.

27. As a result, Standards relating to governance, leadership and management are not met.

28. 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

29. Leaders do not ensure that curriculum planning takes into account the needs and aptitudes of all groups of pupils, including those who have SEND, those who speak EAL and those with higher prior attainment. Commercial curriculums provide the basis for planning, but teachers of older pupils do not ensure that teaching is adapted to cater for pupils with particular needs or different levels of prior attainment.
30. Teaching is not always well planned and does not consistently feature effective teaching methods that enable pupils to make good progress or extend their learning effectively. Teaching does not always make effective use of the time available in lessons to promote learning. Teaching activities and resources are not adapted to meet the needs of pupils with higher or lower prior attainment. As a result, teaching does not always promote pupils' motivation to learn or enable them to make good progress.
31. School leaders provide a broad curriculum that covers the required areas. In addition to the required curriculum subjects, pupils receive lessons in Arabic and the Qur'an. Creative lessons, including art, design technology and information technology, are delivered on a weekly carousel, and music receives curriculum time in the summer. As a result, pupils further develop and deepen practical, creative and visual skills, and an understanding of the use and application of technology.
32. In the early years, leaders' careful development of the curriculum ensures that learning opportunities are rich and diverse. Children engage in purposeful, structured activities inside and outside the classroom, which are carefully constructed to develop their independence, social and language skills as well as their physical confidence and agility. As a result, children develop positive and effective communication and language skills, a love of reading, and build a diverse vocabulary. Children in the early years also make good progress in their mathematical understanding through activities such as ordering the size of different model bears and learning through mathematical songs. The classroom environment is well structured, and effective use is made of a range of resources to support and extend learning opportunities. Teachers demonstrate a positive understanding of children's individual needs and make use of their interests to help develop their communication and language skills.
33. School leaders have developed a framework for assessment of English and mathematics through the year, supported by half-termly assessments, phonics checks and regular meetings to review pupils' progress. Teachers provide verbal and written feedback to the pupils in different forms and, while this allows pupils to understand the progress they have made in their presentation, teachers' feedback does not always identify specific learning targets or next steps to enable pupils to understand how to improve their work further.
34. An inconsistent approach to the identification of pupils who have SEND results in a lack of effective support in lessons and pupils' needs not being consistently met. Teaching is not typically adapted to meet the needs of pupils who have SEND, and no specific actions are in place to support individual pupils.
35. Pupils identified by the school as speaking EAL are insufficiently supported in lessons.
36. Parents are well informed about their child's progress through regular reporting and, in the early years, through the use of an online sharing platform. Parents of children in the early years are

involved in workshops so that they are active partners in understanding and supporting their child's academic journey.

37. There is provision and planning for a limited number of extra-curricular activities for pupils in Years 5 and 6 but these provide limited opportunities for pupils to develop their skills.

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

38. Standards are not met consistently with respect to the curriculum and teaching.

39. As a result, Standards relating to the quality of education, training and recreation are not met.

40. 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

41. The school does not publish its RSE policy on the school's website, as required by current statutory guidance.
42. Leaders do not ensure that children in the early years are supervised effectively. In particular, when eating lunch, children are not supervised by staff with appropriate paediatric first aid training, as required by current statutory guidance.
43. Leaders do not ensure that the correct codes are used in attendance registers. They do not update attendance registers with the appropriate codes as required once reasons for non-attendance have been established.
44. School leaders promote an inclusive and supportive curriculum which encourages pupils' positive attitudes towards their mental health and wellbeing. Mutual respect is embedded and encouraged. In PSHE lessons, pupils learn about similarities and differences between people from diverse cultures and backgrounds, fostering respect and tolerance. Opportunities to further develop an understanding of diversity are provided through visits from external speakers, such as a 'Jeans for Genes' workshop led by a geneticist and the celebration of events such as 'Anti-Bullying Week' and 'Mental Health Day'.
45. The physical education (PE) curriculum supports the health and physical development of pupils. This programme develops pupils' skills in areas such as gymnastics, athletics and swimming. However, PE lessons do not always provide levels of challenge that match pupils' ages and prior attainment.
46. Pupils learn about different faiths and their approaches towards spirituality and moral principles.
47. In the early years, mutual respect between children and teachers creates an environment where children receive consistent support which develops their confidence and sense of emotional security. As a result, children readily approach staff for help or comfort. Staff model positive interactions and kindness, enabling children to develop respectful and considerate relationships with their peers. The activities available to children enable them to explore their interests and develop interpersonal skills effectively.
48. The PSHE programme, together with a broad assembly programme, develops pupils' understanding of similarities and differences between people. It contains appropriate content and covers many topics such as human rights, the importance of mutual respect, people's responsibilities to one another, first aid and the use of braille to support blind and partially sighted people to read and write by touch.
49. The school follows a suitable relationships education programme that reflects the requirements of current statutory guidance. It provides opportunities for pupils to explore the importance of healthy and stable relationships and the importance of respecting privacy.
50. Pupils behave well as a result of the school's consistent emphasis on the importance of showing kindness to one another. Leaders employ a range of behaviour strategies to encourage good behaviour, and sanctions are rarely used. There are many opportunities for rewards such as class

points, 'star of the week', the headteacher's award and a 'graduation day' at the end of the year. Pupils of all ages are regularly reminded of the class rules and expectations and, as a result, they are polite and responsive to one another.

51. Leaders implement a clear anti-bullying policy and encourage pupils to feel confident that they can report any issues and that concerns are taken seriously. Pupils learn about different types of bullying, and incidents occur very rarely, if at all. Any instances are dealt with swiftly by leaders, who maintain clear records showing how any pupils affected by bullying are supported and how any bullying is remedied.
52. Effective health and safety procedures are in place. The school carries out required checks and maintenance and audits these to ensure that controls, for example, legionella, water quality and electrical equipment are all suitable. Premises are well maintained, providing an environment conducive to teaching and learning. Fire safety measures are effective, supported by the regular monitoring and servicing of equipment. Regular fire evacuation drills take place.
53. The school provides appropriate medical accommodation, and first aid or medication is administered promptly by suitably qualified staff when required.
54. Drinking water is suitable. However, when the inspection commenced, not all sources of drinking water were clearly labelled. Leaders rectified this during the inspection.
55. At the start of the inspection, the attendance policy did not identify the correct attendance codes required by the school.
56. The admissions register is suitably maintained and contains all required information. The school notifies the local authority when any pupils leave or join the school at non-standard times of transition.

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

57. Standards are not met consistently with respect to relationships and sex education, first aid, supervision and attendance.
58. As a result, Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- 59. 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

60. Leaders and staff help pupils develop a caring attitude towards other people, a sense of responsibility and respect for the wider community. Assemblies recognise and celebrate wider cultural events such as Ramadan, Christmas and Chinese New Year. In Islamic Studies, pupils are taught to compare and contrast the beliefs and practices of different religions, such as how they present the creation story. Pupils explore issues related to Black History Month.
61. Work in school and visits to local historical and religious sites enhance pupils' social understanding and awareness of their wider locality. Pupils further develop social understanding and sense of responsibility towards others through making contributions to a local food bank. Older pupils support younger ones by visiting classes and listening to children read.
62. The school develops pupils' economic understanding effectively. Children in the early years learn about the value of coins while making transactions in their role-play shop. Older pupils study money management and begin to learn about salaries through a career pathways job fair. Pupils in Year 6 learn about Fairtrade and help run a tuck shop.
63. Pupils are taught from an early age to respect and care for their peers and the environment, such as by taking care to tidy their classroom following an activity. Older pupils develop leadership responsibilities through engagement in a democratically elected school council, which requires them to represent others and suggest actions on behalf of others.
64. The school also develops pupils' appreciation of the importance of acting on behalf of others through the curriculum. For example, pupils learn about nurses and other people who provide services to the community.
65. Pupils learn about the rule of law, British institutions and democracy through the assembly programme and in PSHE lessons where topics on 'Rights and Responsibilities', 'Life in Britain' and 'Democracy' are taught. The local Member of Parliament has visited the school and spoken with the children about how government works in British society. Leaders ensure that any discussions that contain political themes are conducted impartially. They carry out effective checks on visiting speakers to ensure that their presentations are unbiased and suitable.
66. Pupils are supported in their transition to senior schools through support for their entrance examinations and in their PSHE programme, where a topic on the 'World of Work' prepares pupils for life beyond school. A whole-school transition day prepares pupils for moving up a class the following year.
67. Older pupils also benefit from attending a careers fair, where they can discuss possible jobs and their associated salaries.
68. Pupils learn about the differences between right and wrong. Staff model and discuss the moral principles they expect pupils to abide by. The PSHE programme explores themes such as 'Right and Wrong' in Year 1, and 'Rules' in Year 2.

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

69. All the relevant Standards are met.

Safeguarding

70. Leaders do not always establish reasons for non-attendance nor do they consistently update attendance register codes to reflect these reasons.
71. Leaders maintain a school culture that prioritises effective responses to safeguarding concerns. Staff understand that safeguarding is the responsibility of all school personnel. A suitable safeguarding policy is in place.
72. The board of governors oversees safeguarding provision. Governors maintain contact with leaders, including through occasional visits to the site, and scrutiny of documentation and reports from leaders.
73. Leaders with designated safeguarding responsibilities ensure that staff receive suitable training at induction, and regular safeguarding training. They closely monitor staff completion of assessments and participation in training. As a result, all staff are confident about the procedures to follow if a safeguarding concern arises.
74. The safeguarding team acts in a timely manner whenever safeguarding concerns are raised. When appropriate, they report safeguarding concerns to the relevant external agencies, such as the local multi-agency support hub or the police. They keep thorough and secure safeguarding records.
75. Through a thorough learning programme in computing lessons and in activities around ‘Safer Internet Day’, pupils develop their understanding of safe internet use. Through PSHE and information and communication technology (ICT) lessons, they learn about keeping themselves safe physically and online. A robust internet filtering and monitoring system is in place. Systems are tested and weekly reports are scrutinised by the safeguarding team, who take appropriate action when required. Leaders encourage pupils to speak to a trusted member of staff at any time about any concerns they might have.
76. Leaders follow a careful and thorough process for the safer recruitment of staff. All required checks on staff are completed in a timely manner and recorded accurately in the school’s single central record of appointments (SCR).

The extent to which the school meets Standards relating to safeguarding

77. Standards are not met consistently with respect to attendance.
78. As a result, Standards relating to safeguarding are not met.
- 79. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

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)(d)	particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13;
32(3)(f)	details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year; and
ISSR Part 7, paragraph 33	The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which—
ISSR 33(b)	is made available to parents of pupils.
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.
EYFS ² 3.98	Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers, and must keep a written record of any complaints, and their outcome. All providers must: <ul style="list-style-type: none"> • Investigate written complaints relating to how they are fulfilling the EYFS requirements. • Notify the person who made the complaint of the outcome of the investigation within 28 days of having received the complaint. • Make a record of complaints available to Ofsted, or the CMA with which a

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

² Early years foundation stage statutory framework ('EYFS')

	provider of CoDP is registered, on request.
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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 2(1)	The standard in this paragraph is met if—
2(1)(b)	The written policy, plans and schemes of work—
2(1)(b)(i)	take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
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(b)	fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
3(c)	involves well planned lessons and effective teaching methods, activities 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 1, paragraph 2A(1)	The standard in this paragraph is met if the proprietor—
2A(1)(g)	publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
ISSR Part 3, paragraph 13	The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
ISSR 14	The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through appropriate deployment of school staff.
ISSR 15	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.
EYFS 3.42	Staffing arrangements must meet the needs of all children and ensure their

	safety. Providers must ensure that children are adequately supervised, especially whilst eating, and decide how to use staff to ensure children's needs are met. Providers must inform parents and/or carers about how staff are organised, and, when relevant and practical, aim to involve them in these decisions.
EYFS 3.63	Whilst children are eating there should always be a member of staff in the room with a valid paediatric first aid certificate for a full course consistent with the criteria set out in Annex A.

Safeguarding

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.

School details

School	Al-Ameen Primary School
Department for Education number	330/6113
Registered charity number	1201370
Address	Al-Ameen Primary School Stanfield House 447 Warwick Road Birmingham West Midlands B11 2JR
Phone number	0121 706 3322
Email address	contact@alameen.bham.sch.uk
Website	www.alameen.bham.sch.uk
Proprietor	Al-Ameen Foundation
Chair	Mr Abdul Quadir Saleh
Headteacher	Mr Mohammed Rahman
Age range	3 to 11
Number of pupils	168
Date of previous inspection	7 to 8 December 2022

Information about the school

80. Al-Ameen Primary School is an independent Muslim co-educational day school, which accepts pupils of all faiths or none. Founded in 2005, it is situated in the Tyseley area of Birmingham. It is a private limited company registered as the Al-Ameen Foundation with a board of governors who oversee the school. The school is affiliated to the Association of Muslim Schools UK.
81. There are 40 children in the early years, comprising one Nursery class of 26 children and a Reception class of 14 children.
82. The school has identified very few pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care plan (EHC plan).
83. The school has identified three pupils as speaking English as an additional language.
84. The school states its aims are to develop confident, respectful, active British Muslims who achieve academic excellence and draw guidance from the Qur'an and the life of the Prophet, enabling pupils to be proud of who they are and confident that there can be no barrier to them being successful.

Inspection details

Inspection dates

4 to 6 November 2025

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

86. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- discussion with a governor
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

87. 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