

School inspection report

4 to 6 November 2025

Cambridge Street School

Cambridge Street

Batley

WF17 5QW

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. The proprietor body has not ensured that the requirements of the Standards related to safeguarding and attendance are met consistently. Leaders and governors do not have a rigorous understanding of the requirements of the Standards or the most up-to-date statutory guidance related to some areas of their work. As a result, there are unmet Standards related to the quality of leadership and governance, attendance and safeguarding.
2. Standards related to safeguarding are not met because leaders and governors have not established a culture of vigilance. Staff are not well trained in identifying and reporting low-level concerns, including those relating to adults. Although leaders work effectively with external agencies when issues are identified and reported, they have not been curious about the small number of referrals that they receive and where it might indicate that more staff training is required. Staff recruitment files do not contain the relevant and appropriate information related to the required pre-employment checks. Leaders and governors have not identified this systematic gap in their record-keeping. They do not have sufficient reassurance that the required checks have been undertaken appropriately.
3. Leaders ensure that pupils' physical and emotional wellbeing and mental health are prioritised. They create a climate where pupils are polite, well-mannered and respectful, and behave well. However, systems to record and monitor behaviour patterns, including bullying, are not as well established or precise in supporting leaders to identify where they could be more effective. Systems to record pupils' attendance are not aligned with statutory guidance, and leaders are using incorrect coding of pupils' attendance and absence. Despite changing the policy and codes while inspectors were on site, leaders have been using incorrect coding for some time. They lack knowledge of the most up-to-date guidance in this area.
4. Leaders and governors promote the school values of responsibility, respect and resilience. Leaders have an oversight of the impact of their work related to their management of health and safety and the implementation of school values. However, their work to review and check on their effectiveness in other areas is less well embedded. For example, there were gaps and/or errors in some policies that did not align with up-to-date statutory guidance, for example related to complaints. These policies were updated during the inspection.
5. Leaders provide a broad curriculum that covers national curriculum subjects and Islamic studies. However, some aspects of this curriculum are less well developed. For example, the opportunities for pupils to develop age-appropriate information and communication technology (ICT) skills and develop a rich understanding in creative and aesthetic curriculum subjects are less well planned and delivered. The curriculum in place does not fully align with leaders' intentions in their curriculum policy to adhere to the national curriculum.
6. Most teachers are well trained to deliver the curriculum, as leaders intend. However, some teachers are not as knowledgeable about the subjects that they teach. Leaders' oversight of pupils' achievement is not well developed across some subjects. They do not identify where there are some pupils in need of additional help and support. Leaders and staff training about the identification and support for pupils who have special educational needs and/or disabilities (SEND) is underdeveloped.

As a result, although pupils make good progress over time, some pupils do not get the support to learn as well as they should.

7. Leaders ensure that pupils are prepared for life in British society through a well-developed curriculum in personal, social, health and economic education (PSHE), citizenship lessons and a range of activities and cultural visits. Pupils are proactive contributors to the local community, including through a range of charity fundraising activities.

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 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 consistently met
- fulfil their responsibilities effectively, so that the independent school Standards are consistently met and
- actively promote the wellbeing of the pupils

so that:

- staff know and undertake their statutory safeguarding duties and responsibilities fully, especially with regard to the identification and reporting of low-level concerns
- staff personnel files contain the required documentation related to pre-employment checks and recruitment
- leaders ensure that statutory guidance on attendance is understood, written into school policy and effectively implemented.

Recommended next steps

Leaders should:

- adopt secure procedures to ensure that policies are routinely reviewed and effectively implemented to ensure consistent compliance with the requirements of the Standards and relevant guidance
- develop the planning and delivery of the aesthetic and creative curriculum so that pupils develop a richer and more coherent understanding of their learning across these subjects
- enhance the planned opportunities for pupils to develop their knowledge, understanding and skills in ICT

- develop the subject-specialist knowledge of some staff in teaching national curriculum subjects to provide a better-quality learning experience for pupils
- strengthen school systems to record, monitor and intervene to support the progress of pupils who need additional help to make the progress of which they are capable
- strengthen leaders' and teachers' knowledge about the identification and support for pupils who have special educational needs and/or disabilities (SEND), so that pupils' needs can be consistently and accurately identified and met
- improve systems to record and track pupils' behaviour, including bullying, so that leaders can more precisely identify where they could be more effective.

Section 1: Leadership and management, and governance

8. Leaders and governors, including trustees of the proprietor body, do not have sufficient understanding about the requirements of the Standards and of some statutory guidance. The proprietor body does not ensure that the requirements of the Standards are met consistently. There are unmet Standards related to safeguarding, attendance, leadership and management, and governance.
9. Governors and leaders meet regularly to review the performance of the school and undertake quality assurance checks. Quality assurance checks related to health and safety are effective. However, there is a lack of rigour in some of this oversight and quality assurance. This has led to some of the Standards not being met consistently. It has also led to some relative weaknesses in leaders' oversight of other aspects of their work, most notably in the planning and delivery of some aspects of the curriculum and in supporting pupils' specific needs to make the progress of which they are capable.
10. Leaders and governors provide information and policies that are typically in line with their statutory obligations. For example, the school fulfils the requirements of the Equality Act 2010 and has a suitable accessibility plan in place. Leaders, through policies and procedures, promote a culture of inclusivity, respect and tolerance throughout the school. Policies related to attendance and complaints had gaps in their coverage and/or were not in line with the most up-to-date statutory guidance.
11. Leaders provide parents and external agencies with appropriate information about individual pupils, when required. Leaders fulfil their responsibilities to the local authority by reporting when pupils join or leave the school at non-standard transition times. Leaders ensure that parents have access to a full range of information about how their child is progressing and achieving, through twice-yearly reports and the school's portal. Parents are consulted on the content of the relationships and sex education (RSE) curriculum.
12. School leaders are well trained and effective in identifying and minimising risk, ensuring an effective approach to risk management. There is a risk assessment policy in place which is followed precisely. Appropriate and precise risk assessments are in place to mitigate a range of risks, including all on- or off-site activities, such as educational visits, curriculum provision and site security. Staff make appropriate use of risk assessments to identify potential hazards and to ensure that health and safety is appropriately managed. For example, weekly checks of the school site identify any concerns, which are quickly rectified.
13. Leaders ensure that pupils are well prepared for life in British society and gently cultivate the discipline of respect and tolerance for all people. Leaders provide a wide range of opportunities to help pupils understand their roles as citizens in British society. They actively promote pupils' wellbeing in keeping with the aims of the school to promote respect, responsibility and resilience. They prioritise pupils' mental health and emotional wellbeing. As a result, pupils are well-mannered and courteous and are well supported to develop self-confidence and self-esteem. Leaders work closely with external agencies, such as the local authority, when needed, to seek timely help in relation to pupils' safety and wellbeing. They also work collaboratively with other external groups,

such as a network of faith-based schools and groups, to support pupils' understanding and experiences.

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

14. Not all the relevant Standards are consistently met with respect to safeguarding, attendance recording and the proprietor body's understanding of the requirements of the Standards and statutory guidance. As a result, the requirements related to leadership and management, and governance are not met. A schedule of unmet Standards is included in the report.

Section 2: Quality of education, training and recreation

15. Leaders ensure that pupils follow a full range of academic courses. Leaders have chosen to use the national curriculum as the basis of the planning for their curriculum. They skilfully interweave Islamic studies as discrete lessons through the school week and through other taught subjects, in line with their school ethos. The curriculum is underpinned by effective schemes of work, which outline the content and knowledge that pupils should learn in each year and across their time at the school. However, some aspects of the curriculum are less well developed. For example, the creative and aesthetic area of the curriculum is less well embedded, and pupils have limited opportunities to develop their skills in ICT.
16. Most teachers have sound subject knowledge of the subjects that they teach. These lessons support pupils to develop their understanding, practise new skills and acquire new knowledge. These staff use an effective range of teaching approaches and resources. However, some teachers do not have secure knowledge of the subjects that they teach. When this happens, teachers do not provide pupils with sufficient teaching and guidance so that they can learn leaders' intended curriculum with sufficient accuracy and depth. These pupils do not learn in these subjects as well as they should.
17. Leaders carefully monitor and track the progress of pupils in Islamic studies and regularly identify and support pupils who need more help. However, the tracking of pupils in the remainder of the curriculum is less well developed. Although staff report on pupils' regular assessments, leaders do not yet use this information precisely to identify where some pupils are struggling and need more help. Additionally, leaders do not check what pupils know and can do when they first arrive at the school. They are not able to precisely measure the progress that pupils make over time.
18. Despite weaknesses in leaders' monitoring and in some areas of teaching, pupils make good progress over time. Pupils acquire effective reading, writing and mathematical skills. They apply this appropriately to their wider curriculum subjects. Many go on to achieve well in a number of qualifications at GCSE and transition to appropriate post-16 destinations in education, training or employment. However, a few who need additional support are not as well identified and supported to make the progress of which they are capable.
19. Currently the school does not have any pupils that they have identified as having SEND. Leaders' process for identifying pupils' specific needs is underdeveloped. Teachers do not always have a clear understanding of how to identify and meet the needs of pupils who require additional support. There is a newly introduced reading scheme that supports some pupils through additional reading time.
20. Leaders ensure that pupils benefit from a range of recreational opportunities, trips and visits. Many pupils engage enthusiastically in activities such as dodgeball, football and table tennis at lunchtime, and an extensive programme of visits further develops pupils' cultural understanding and knowledge.

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

21. All the relevant Standards are met.

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

22. Leaders create a calm and inclusive atmosphere characterised by friendly relationships which help promote the mental health and emotional wellbeing of pupils. Teachers know their pupils well, are available throughout the day and form positive relationships. Leaders plan a range of opportunities to support pupils' spiritual understanding. Assemblies, prayer and reflection time, and discussions on values such as respect, integrity and truth, provide many opportunities for pupils' quiet reflection.
23. Leaders do not ensure that the attendance policy reflects current statutory guidance. The school uses inaccurate coding in some of their attendance records. Although the policy and coding were amended during the inspection, leaders did not have up-to-date knowledge of the statutory guidance and had been using incorrect coding for some time. Leaders maintain an appropriate admission record. They record pupils' attendance and use this information to support pupils and their families when there are concerns.
24. There is a well-planned PSHE curriculum in place that includes coverage of all statutory teaching of RSE. Teachers are well trained to deliver this curriculum effectively so that pupils have sufficient opportunities to learn and talk about topics such as consent and contraception. Pupils are taught about healthy relationships and how to be vigilant and report risks to their health and wellbeing. They are taught about the importance of respect for those from a range of lifestyles, faiths and cultures.
25. Leaders have established and embedded appropriate policies and procedures related to behaviour and anti-bullying. Staff and pupils understand leaders' approach, which includes positive behaviour rewards such as merit points. The relationships between staff and pupils are typically very positive. There are a small number of incidents of poorer behaviour or bullying. When they occur, they are dealt with effectively by teachers in line with the school's policies. However, the recording of these incidents, both positive and negative, is underdeveloped. Although leaders respond to individual incidents effectively, the recording of information does not allow them to review behaviour and bullying information so that they can identify trends and patterns.
26. There is an appropriately planned and taught physical education (PE) curriculum in place. This curriculum provides pupils with a range of opportunities to develop their understanding of fitness, sports and other important topics such as nutrition and healthy lifestyles. Leaders have developed effective partnerships with external agencies so that pupils follow specialist courses in swimming, horse-riding, archery, boxing and kickboxing. In addition to timetabled PE lessons, pupils benefit from lunchtime activities of football, dodgeball and table tennis, which support pupils' physical health and positive interaction with others.
27. Governors and leaders ensure that the requirements of the Standards related to health and safety are met, including those related to fire safety. They quality assure that they are taking all reasonable action, including through the use of external specialist experts. They ensure that the premises are maintained to an appropriate standard through regular checks and servicing of equipment. Suitable arrangements are in place to care for pupils who become unwell. First aid and medical care is properly administered by appropriately trained staff. Leaders organise supervision effectively. There is appropriate supervision in place for pupils, for all on- and off-site activities.

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

28. Not all the relevant Standards are met with respect to the maintenance of accurate attendance recording. A schedule of unmet Standards is included in the report.

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

29. Leaders promote a school culture which encourages mutual respect for all people. Through the curriculum in PSHE and citizenship, pupils learn about important topics such as discrimination, prejudice, equality and the ways in which people should be protected through the Equality Act 2010. This curriculum is enhanced through well-planned visiting speakers, trips and visits, such as visits to places of worship across a range of faiths. As a result, pupils develop a thorough understanding about the importance of respect and tolerance in society.
30. Pupils develop a secure understanding of, and respect for, important values such as democracy, the rule of law, different political viewpoints and individual liberty through their PSHE lessons. These lessons are enriched by external speakers such as the police and the local member of parliament. Visits to the Houses of Parliament and to the law courts strengthen pupils' understanding of democratic processes. Leaders provide pupils with a range of ways to see this learning in practical ways, such as when holding mock elections in school. Over time, pupils learn about the difference between right and wrong, gain confidence about articulating their views, and understand the importance of being a responsible member of British society.
31. Leaders teach pupils about the importance of contributing positively to society, demonstrating kindness, integrity and respect. As a result, many pupils contribute positively to the local community. For example, pupils fundraise for different charities and various humanitarian relief efforts through events such as bake sales. Some pupils organise exhibitions at the local museum to actively promote respect and tolerance among different cultures and communities. Other pupils organise events to promote equality for those who have disabilities. Some pupils regularly visit local primary schools to talk to younger pupils about their faith or to care homes to meet members of the local older community.
32. Leaders provide pupils with a well-planned economic curriculum, often through PSHE lessons, which provides them with an age-appropriate economic awareness. The youngest pupils learn about topics such as managing money, budgeting, mortgages and insurance. Older pupils learn about topics such as profit, loss and investment through compulsory GCSE business studies. Visiting speakers, such as those who work in current banking institutions, develop pupils' economic understanding through real-life examples.
33. Pupils benefit from an appropriate programme of careers education, often through the well-planned and taught citizenship programme. Teachers are well trained in their responsibilities and provide pupils with a wide range of information about the education training and employment options available to them. Over time, pupils attend enterprise fairs and listen to careers talks from visiting speakers. As a result, the oldest pupils are well supported to understand the range of education, training and employment opportunities available to them, and move on to an appropriate range of post-16 destinations.

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

34. All the relevant Standards are met.

Safeguarding

35. The requirements of the Standards related to safeguarding are not met because leaders and governors do not ensure that safeguarding procedures are implemented in a systematic way. There are specific and systematic gaps in their approach to staff training and expertise, and in the information that leaders retain related to the recruitment of adults working with pupils.
36. Leaders and governors maintain an appropriate single central record (SCR) of appointments which indicates that the required pre-employment checks are made on adults before they work with pupils. However, the associated staff files do not contain the specific information as required in statutory guidance. Staff files do not have the information that leaders are obliged to retain once adults are appointed to their roles.
37. Leaders and governors do not have sufficiently precise and robust approaches to monitoring the effectiveness of their approach to safer recruitment. They are appropriately trained and undertake regular checks on recruitment processes. However, despite this quality assurance, leaders and governors have not identified gaps in record-keeping. They do not seek reasonable assurances that required pre-employment checks identified on the SCR have been undertaken and that the SCR is accurate.
38. Leaders and governors are appropriately trained. They routinely review policies and update them in line with statutory guidance, local authority processes or contextual risks. They provide staff with training related to this information, including guidance related to the 'Prevent' duty. However, staff training is not sufficiently precise. For example, staff are not as well trained in being vigilant and reporting low-level concerns, including those related to adults working with pupils. Leaders and governors have not identified this weakness in staff understanding, and the subsequent need for further training.
39. Over time, there are a very low number of reported and recorded concerns about pupils' safety and wellbeing, including those related to adults working with pupils. Leaders have not been sufficiently curious about why this is, and whether they are doing all they can to make sure that there is a culture of safeguarding vigilance. When concerns do arise and are reported, leaders respond quickly, and work appropriately with external agencies, such as the local authority children's services team, as required.
40. The school teaches pupils how to stay safe, including online, through PSHE lessons. Pupils are taught about how to report concerns and who to talk to if they are worried about something. The school has a suitable internet filtering and monitoring system to review online activity and the use of the school's digital systems. Leaders monitor online activity effectively and act quickly if there are any concerns identified.

The extent to which the school meets Standards relating to safeguarding

41. **Not all the relevant Standards are met in relation to staff training and staff recruitment records. 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 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.

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 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.

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.

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

School details

School	Cambridge Street School
Department for Education number	382/6004
Address	Cambridge Street School Cambridge Street Batley West Yorkshire WF17 5QW
Phone number	01924 527911
Email address	admin@cambridgestreetschool.co.uk
Website	www.cambridgestreetschool.com
Proprietor	Cambridge Street School Governing Body
Chair	Mr Abdul Jeber Ahmed
Headteacher	Mr Suleman Collector
Age range	11 to 19
Number of pupils	180
Date of previous inspection	14 to 15 September 2022

Information about the school

42. Cambridge Street School is an independent day school for male pupils, all of whom are of the Islamic faith. The school is registered to provide education for pupils aged 11 to 19 years old and is based in Batley, West Yorkshire. The school is situated on a single site. It is owned by a proprietorial board. The trustees of the board are also the governors on the school's governing body. The school was previously inspected by Ofsted, with its last inspection in November 2018. It received its first regulatory compliance inspection with ISI in September 2022.
43. The school applied to the Department for Education (DfE) to make a material change to the school's registration to increase the upper age limit of pupils on the school roll from 16 to 19 years old and to increase the school's total capacity from 100 to 180 pupils. Inspectors conducted an inspection at the request of the DfE in September 2023 and recommended that the material change be approved. However, there were no sixth-form age pupils on the school's roll at the time of this inspection.
44. The school has identified no pupils as having special educational needs and/or disabilities (SEND). No pupil in the school has an education, health and care plan (EHC plan).
45. The school has identified English as an additional language (EAL) for none of its pupils.
46. The school states its aims are to develop confident, resilient and successful adults who are committed to serve their community. It aims to nourish its learners through a strong Islamic faith, emphasising honesty, respect, tolerance, good manners and kindness.

Inspection details

Inspection dates	4 to 6 November 2025
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47. A team of three inspectors visited the school for two and a half days.

48. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of prayer time and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

49. 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.

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For more information, please visit isi.net