

Al-Madina School

Lady Aisha House, Duke Street, Banbury, Oxfordshire OX16 4AH

Inspection dates

16 March 2016

Overall outcome

Unmet independent school standards identified

Reason for the inspection

- This inspection was conducted by Ofsted at the request of the registration authority for independent schools.
- It was carried out with no notice. A standard inspection also took place from 14 March to 16 March.
- The school was last inspected on 9 December 2010.
- The purpose of this inspection was to check the school's compliance with Part 2 – Spiritual, moral, social and cultural development of pupils, Part 3 – Welfare, health and safety of pupils, Part 4 – Suitability of staff, supply staff and proprietors and Part 8 – Quality of leadership and management of schools. Her Majesty's Inspector also checked Part 1 – Quality of education, Part 5 – Premises of and accommodation at schools, Part 6 – Provision of information and the school's safeguarding arrangements.
- Her Majesty's Inspector was taken on a tour of the school by the school administrator. She visited lessons and walked around the school with the school administrator to check on the quality of education and the spiritual, moral, social and cultural development of pupils. Meetings were held with the headteacher and a group of 10 pupils, selected by the inspector. A meeting was also held with one teacher. A range of documentation was scrutinised, including curriculum plans and policies and procedure for safeguarding, including the single central record of checks on staff. The inspector also scrutinised pupils' work.

Main findings

Part 1 – Quality of education provided

- The school's curriculum does not enable pupils to develop a suitable understanding of British values of tolerance and mutual respect. This is because pupils in key stage 3 do not learn about other religions and do not develop an appreciation of cultures other than their own. This limits their ability to develop mutual respect and tolerance of people with faiths and beliefs that are different from their own and does not prepare them well enough for life in modern Britain.
- The curriculum is narrow; it does not provide a full range of experiences to enable pupils to develop their speaking and listening, numeracy and scientific skills. There are insufficient opportunities to engage in physical, technological, creative, aesthetic, human and social activities.
- Teachers have good subject knowledge, but their planning for learning does not take account of pupils' starting points. As a result, the activities are too easy for the most-able pupils. Lower-ability pupils are unable to successfully access the tasks. This limits the progress pupils make in lessons and over time and has a negative impact on pupils' attitudes to learning.
- Assessment systems are weak. Teachers do not assess pupils' achievement accurately. Consequently, school leaders do not have a precise understanding of pupils' attainment and progress.
- Teachers do not implement the behaviour policy well enough. Low-level disruption interrupts

pupils' learning in some lessons.

- The personal, social, health and economic education is taught through Islamic studies. It does not equip pupils well enough to help them to understand risks they may encounter. It does not provide them with the skills necessary to make informed choices.
- Pupils are not provided with enough information about how to prepare for life beyond school to help them to make knowledgeable decisions and enable them to reach their full potential. Year 11 pupils visited the Skills Show in November 2015, but the school has made insufficient effort to provide impartial careers guidance for pupils. Currently, the advice is provided by members of the Islamic community.

Part 2 – Spiritual, moral, social and cultural development of pupils

- Pupils have a good understanding of right and wrong, but they do not always show respect for one another or other adults. During some lessons, pupils failed to listen to the views of others. They do not always act responsibly.
- Pupils understand about democracy and know about the laws in Britain. There are opportunities for pupils to understand and participate in the democratic process by electing members of the school council. Key stage 4 pupils learn about the parliamentary system and the monarchy.
- Key stage 3 pupils are not actively encouraged to develop tolerance and mutual respect for those with faiths and beliefs that are different from their own, because they are not taught about other religions and cultures.
- School leaders have not put systems in place to make sure partisan political views are excluded. They do not always ensure that there is a balance of opposing views when discussions and debates take place.

Part 3 – Welfare, health and safety of pupils

- There is a safeguarding policy in place, which meets the current guidance issued by the Secretary of State, but it is not implemented effectively. All the required checks for staff and governors have not been carried out.
- A behaviour policy is in place, but it is not consistently applied. School leaders and teachers are not keeping records of any sanctions they employ. They are not able to check whether the policy is effective. The headteacher is aware that the behaviour policy requires reviewing to help staff to understand and apply it more effectively.
- Pupils are not always well supervised during break and lunchtimes. As a result, their behaviour is left unchecked. Some boisterous, inappropriate behaviour is evident.
- The school's health and safety policy is not implemented well enough. Hazards and shortcomings, particularly in relation to the school premises, are not addressed swiftly enough.
- There is a first aid policy, but staff are not systematically recording any first aid administered to pupils.

Part 4 – Suitability of staff, supply staff and proprietors

- The school maintains a single central register of staff and governors, but not all staff and governors are included in the record. The suitability of the chair of the trustees is yet to be confirmed by the Secretary of State, because the Department for Education has not yet received confirmation of his enhanced criminal record check.
- Overseas criminal record checks are not routinely carried out for members of staff who have lived or worked abroad.

Part 5 – Premises of and accommodation at schools

- Some health and safety issues were identified during this emergency inspection. School leaders acted quickly to remedy the hazards found in the outside yard and grassed area. By the end of the inspection this was a suitable outside space for pupils to play.
- Inadequate fire escape route planning was addressed following a visit from a fire officer during the inspection.

- Windows in the upstairs classroom do not have any restrictors to prevent them opening too wide. This concern was raised by inspectors during the inspection.

Part 6 – Provision of information

- Inspection evidence established that the information require to be published on the school website – the name and contact details for the Ash-Shifa Trust and information particulars of educational and welfare provision for pupils with education, health and care plans – were not available, therefore this standard is not met. The headteacher was made aware of this.

Part 8 – Quality of leadership in and management of schools

- The proprietors have not ensured that the Education (Independent School Standards) Regulations 2014 are met. They have not demonstrated good skills and knowledge appropriate to their roles. As a result, the well-being of pupils is not promoted well enough.

Compliance with regulatory requirements

The school must take action to meet The Education (Independent School Standards) Regulations 2014 and associated requirements

- Ensure that there is a written policy on the curriculum, supported by appropriate plans and schemes of work, which is implemented effectively (paragraphs 2(1) and 2(1)(a)).
- Ensure that the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those with an education, health and care plan (EHC) and do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraphs 2(1), 2(1)(b), 2(1)(b)(i) and 2(b)(ii)).
- Ensure that pupils gain experience in technological, human and social, physical and aesthetic and creative education as well as linguistic, mathematical, scientific and Islamic studies (paragraphs 2(2) and 2(2)(a)).
- Ensure that pupils acquire speaking, listening, literacy and numeracy skills (paragraphs 2(2) and 2(2)(b)).
- Ensure that pupils receive personal, social, health and economic education which reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (paragraphs 2(2), 2(2)(d), 2(2)(d)(i) and 2(2)(d)(ii)).
- Ensure that pupils have access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential (paragraphs 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)).
- Ensure that all pupils have the opportunity to learn and make progress in all subjects (paragraphs 2(2) and 2(2)(h)).
- Ensure that the curriculum effectively prepares pupils for the opportunities, responsibilities and experiences of life in British society (paragraphs 2(2) and 2(2)(i)).
- Ensure that teaching enables all pupils to acquire new knowledge and make good progress in all subjects according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraphs 3 and 3(a)).
- Ensure that teaching fosters pupils' self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves (paragraphs 3 and 3(b)).
- Ensure that teaching in all subjects involves well-planned lessons and effective teaching methods, activities and management of class time (paragraphs 3 and 3(c)).
- Ensure that teaching 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

(paragraphs 3 and 3(d)).

- Ensure that teaching utilises effectively classroom resources of a good quality, quantity and range (paragraphs 3 and 3(f)).
- Ensure that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can make good progress (paragraphs 3 and 3(g)).
- Ensure that teaching utilises effective strategies for managing behaviour and encouraging pupils to act responsibly (paragraphs 3 and 3(h)).
- Ensure that teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraphs 3 and 3(i)).
- Ensure that the spiritual, moral, social and cultural development of pupils actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (paragraphs 5, 5(a)).
- Ensure that the spiritual, moral, social and cultural development of pupils enables them to develop their self-knowledge, self-esteem and self-confidence, encourages them to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely, and furthers tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation and respect for their own and other cultures (paragraphs 5, 5(b), 5(b)(i), 5(b)(iii) and 5(b)(v)).
- Ensure that all teaching precludes the promotion of partisan political views and provides pupils with a balanced presentation of opposing views, while they are in attendance at the school, while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere (paragraphs 5, 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that such arrangements have regard to any guidance issued by the Secretary of State (paragraphs 7, 7(a) and 7(b)).
- Ensure that the written behaviour policy is implemented effectively, and that a record is kept of the sanctions imposed upon pupils for serious misbehaviour (paragraphs 9, 9(b) and 9(c)).
- Ensure that the relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy (paragraph 11).
- Ensure that the written first aid policy is implemented effectively (paragraph 13).
- Ensure that pupils are properly controlled and supervised through the appropriate deployment of school staff (paragraph 14).
- Ensure that all required checks are made to confirm the suitability of staff and proprietors and that such checks are made within the required timeframe in relation to the appointment of staff, supply staff and proprietors, and that the proprietor keeps a register which shows such of the information as is required (paragraphs 17, 18, 20 and 21).
- Ensure that the school premises and the accommodation and facilities provided are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (paragraph 25).
- Ensure that the name of the headteacher, contact details of the proprietor during school holidays, and the name, address and contact details of the chair of the governing body are made available to parents of pupils and parents of prospective pupils (paragraphs 32(1) and 32(1)(a)).
- Ensure that particulars of educational and welfare provision for pupils with EHC plans are made available to parents of pupils and parents of prospective pupils (paragraphs 32(1) and 32(1)(b)).
- 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 (paragraphs 34(1) and 34(1)(a)).

- Ensure that persons with leadership and management responsibilities at the school fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1) and 34(1)(b)).
- Ensure that persons with leadership and management responsibilities at the school actively promote the well-being of pupils (paragraphs 34(1) and 34(1)(c)).

Inspection team

Ann Henderson, lead inspector

Her Majesty's Inspector

Information about this school

- Al-Madina School is an independent day school for girls from 11 to 16 years of age.
- The school has an Islamic ethos and was founded by Ash-Shifa Trust in 2002. It gained registration in 2005. The school was first inspected in 2007.
- The ownership of the school transferred to Al-Madina Trust after the last inspection. In April 2013 Ash-Shifa Trust resumed ownership of the school. A governing body was formed on 1 December 2015. Their first meeting was held on 6 December 2015.
- The headteacher took up the post in September 2014.
- The school provides secondary education based on national curriculum subjects and also delivers Islamic studies.
- All pupils are from the Pakistani community.
- The school uses the local parish church hall for physical education lessons.
- There is no off-site provision.
- Al-Madina's vision is 'to develop young children with the tools to share their Islamic perspective of life in the wider society as confident and active Muslim citizens who will have a positive impact on all those they come across in the cross roads of life'.

School details

Unique reference number	134166
Inspection number	10017672
DfE registration number	931/6121

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.

Type of school	Muslim secondary school
School status	Independent school
Age range of pupils	11–16
Gender of pupils	Girls
Number of pupils on the school roll	21
Number of part time pupils	0
Proprietor	Ash-Shifa Trust
Chair	Noorud-deen Rashid
Headteacher	Amna Abbasi
Date of previous school inspection	9 December 2010
Annual fees (day pupils)	£2,000
Telephone number	01295 266062
Email address	info@almadinaschool.co.uk

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