

# Jamia al Hudaa Residential College

Forest House, Berkeley Avenue, Nottingham NG3 5TT

**Inspection dates** 21 April 2016

**Overall outcome** **Independent school standards not met**

## Context of the inspection

- The inspection was undertaken at the request of the registration authority for independent schools, the Department for Education (DfE), in order to monitor the progress the school has made in implementing its action plan. The registration authority also asked inspectors to consider the spiritual, moral, social and cultural development of pupils following concerns raised.
- At the school's last full inspection in April 2015, its overall effectiveness was judged to be inadequate. At that time, 15 of the independent school standards and 10 of the national minimum standards for boarding schools were not met.
- The DfE required an action plan from the school following the full standard inspection. The school submitted this action plan in December 2015. It was evaluated in February 2016 and found to require improvement.
- The main purpose of this inspection was to monitor the school's progress in implementing its action plan in response to the weaknesses identified in the previous inspection. The DfE requested that inspectors report on the standards that were not met at the time of the previous inspection. In addition, the DfE requested that inspectors report on compliance with the standards in Part 2 of the regulations, relating to the spiritual, moral, social and cultural development of pupils, and paragraphs 2(1)(b)(ii) and 3(i) concerning the curriculum.
- The inspectors held meetings with the principal and other senior leaders, the boarding supervisor and pupils, including boarding pupils.
- The inspectors examined a range of policies relating to safeguarding, whistleblowing, careers education and guidance, behaviour, and health and safety. A range of other documentation was considered, including curriculum documents and schemes of work, and records of attendance, behaviour, bullying, safeguarding, staff training and admissions.
- The inspection was unannounced.

## Main findings

### Curriculum

- The inspection in April 2015 found that pupils had insufficient access to impartial careers guidance. Pupils received little information about careers other than those related to teaching Islamic studies and were, therefore, not always encouraged to reach their potential. In its action plan, the school indicated that it would ensure that pupils in Years 8 to 13 received impartial careers advice. As a result of implementing its action plan, the school now has an updated careers policy. However, pupils do not receive external, impartial guidance. Pupils who spoke with inspectors were not clear about how they would prepare for their future careers. The requirements are still not met.

## Teaching and assessment

- The previous inspection found that teaching did not always take account of pupils' prior knowledge and skills. In particular, work for the most able was not sufficiently challenging. There was an insufficient range of books about British history and other religions in the library. The outdoor area in the early years provision was not used well. Children were not able to make choices about what, how and where they learned often enough.
- In its action plan, the school indicated that teachers would be supported to plan learning for different levels of ability through the purchase of new resources. New schemes of work would be drawn up to enable teachers to plan more effectively. A wider range of books would be purchased to enable pupils to gain a better understanding of other faiths and of British history. The librarian would review the books, taking into account pupils' views and interests. New resources would be purchased for the early years. Leaders would draw up a new rota that would allow better access to the outdoor area for children in the early years.
- As a result of implementing its action plan, the school now has schemes of work that indicate how learning should be planned to take account of different levels of ability.
- This progress monitoring inspection found that teachers do not routinely take pupils' starting points into account when planning learning. The new schemes of work indicate how teachers can plan learning for different levels of ability. Practice in the classroom does not always follow this guidance. Inspectors found that work was often not sufficiently challenging and as a result, pupils were not working at age-related expectations. Teachers did not always give the least-able pupils appropriate support, and as result these pupils did not make consistently good progress. The progress made by different groups is too variable.
- There is now a greater range of books for pupils to use. This includes books on other religions as well as on British history.
- The resources in the early years are now of much improved quality. Teaching staff take the views of children into account when planning learning. The outdoor area is used well to support children's learning. This is a much improved aspect of teaching. These improvements are not evident in all classes and phases.
- The requirements are still not met.

## Spiritual, moral, social and cultural education

- The previous inspection found the standards in this part to be met. The DfE had asked inspectors to inspect this area of the school's work again.
- This progress monitoring inspection found that pupils do not have a secure understanding of the civil and criminal law of England. The school's behaviour policy emphasises the need for pupils to take responsibility for their own behaviour. Pupils have a clear sense of right and wrong and a good understanding of morally correct behaviour. They do not understand how laws are made or who is responsible for devising the laws in this country. Older pupils do not understand what is meant by the term 'British values'.
- Pupils have an uncertain understanding of the different political parties in the United Kingdom. They were not certain of the purpose of Parliament.
- Pupils who spoke with inspectors were very certain that their school and their faith teaches them to have respect for others. They are self-confident and articulate. There are too few opportunities for pupils to meet with representatives from other cultures and faiths or to visit places of interest in the local or wider community. Pupils have limited opportunities to contribute to the lives of those living locally. They are rarely called upon to put the stated values of the school into practice.

- Leaders have made some efforts to invite representatives from other faiths to school. For example, a local rabbi recently visited the school and spoke with pupils. Younger pupils enjoy visits from a local volunteer from a Christian church who reads with them. Leaders and managers have introduced an 'external speakers' policy. Pupils have too few opportunities to meet with representatives from a wide range of other faiths and cultures, visit other places of worship and to learn about other faiths and cultures. Consequently their understanding of other faiths and cultures remains limited.
- Inspectors found that the school does not promote balanced views. Pupils can access books in the library that have been written by controversial authors, for example by one who is not allowed to enter this country. Leaders were not able to say how these books supported the school's curriculum, or how pupils who accessed such books would be helped to understand a different point of view.
- The standards in this part are not all met.

### **Welfare, health and safety**

- The previous inspection found that leaders had insufficient oversight of safeguarding practice in the school and boarding provision. The school's safeguarding policy was not implemented in practice. Staff had a poor understanding of whistleblowing. Leaders did not keep evidence of the action taken when referrals were made to the designated safeguarding officer. Arrangements for monitoring the health and welfare of boarders were insufficient. Not all the required checks on the suitability of staff were carried out or recorded in the single central register.
- The school's action plan indicated that all staff would undergo additional training in safeguarding to enable them to have a better awareness of the school's safeguarding procedures and practices. The safeguarding leader would keep a log of all such training.
- This progress monitoring inspection found that leaders have introduced a new policy on whistleblowing and that this was understood by staff. Leaders have recently introduced a new policy on safeguarding. This has not been shared with staff. Leaders have not ensured that staff have read the relevant legal guidance as they are required to do and to fully understand their responsibilities in relation to safeguarding. Training for all staff is not up to date. Some staff have completed online training, for example on radicalisation and extremism, but this is not the case for all staff. Staff do not have a clear understanding of the specific risks that girls at this school may be vulnerable to, for example female genital mutilation. Leaders did not fully understand their duties in relation to this issue. This leaves pupils, including boarders, at risk should any child protection issues occur.
- This inspection found several other serious safeguarding concerns. Leaders had carried out a questionnaire on bullying but had not reviewed or analysed the results. This survey showed that bullying was a more widespread problem than leaders had indicated. Records of bullying did not always indicate what action had been taken in response to the concerns that had been raised. Leaders did not understand their responsibilities in relation to pupils who had left the school and who had been taken off roll. They were not able to account for the whereabouts of all these pupils.
- This inspection found that leaders do not carry out all the required checks on the suitability of staff. The single central register does not record that all the checks have been carried out.
- Previously, the first-aid policy did not include what to do in an emergency, and the fire risk assessment was not implemented effectively. Staff did not implement the behaviour policy consistently and sanctions given to pupils were not proportionate. This inspection found some improvements to these aspects of the school's work. Leaders and staff now implement precautions related to the fire risk assessment effectively and the first-aid policy has been updated to include what to do in an emergency. Leaders have updated the school's behaviour policy and there are early signs that staff are now implementing this with greater consistency.

- The previous inspection found that leaders did not implement the school's health and safety policy effectively. Inspectors found that products containing bleach were stored on a shelf and in an unlocked cupboard. Risk assessments were not in place for all activities and fire doors were left unlocked. The school's action plan indicated that bleach would no longer be used in school and that all cleaning products containing chemicals would be stored out of the reach of pupils. During this inspection, inspectors found cleaning products containing potentially injurious chemicals in a cupboard that was accessible to pupils. Risk assessments had been put in place for visits and other activities but were not sufficiently rigorous. For example, they did not address the full range of risks that pupils would be exposed to during a journey.
- The requirements for this part are still not met.

### **Suitability of staff, supply staff and proprietors**

- The previous inspection found that the school's checks on staff were incomplete. Leaders did not carry out checks on staff who had gaps in their employment history or who had lived overseas.
- The school's action plan indicated that these checks had been carried out. It stated that a robust system of checking references and activities abroad was in place and that this information was stored in the single central register.
- This progress monitoring inspection found that these checks were not complete. Some members of staff have gaps in their employment history that have not been checked. Leaders have carried out checks on some staff who had lived abroad, but have not carried out checks on all members of staff who have lived abroad. There is no risk assessment in place to determine which members of staff should be subject to these checks.
- The requirements are still not met.

### **Premises**

- The previous inspection found that the water temperature in sinks and showers was variable. There was no evidence that regular checks were carried out.
- The action plan indicated that maintenance staff would carry out regular checks on the temperature of the water and ensure that any necessary maintenance work was carried out.
- This progress monitoring inspection found that water in the showers is now of an appropriate and consistent temperature. Leaders have carried out repairs to the water supply. However, there is no hot water in the toilets for the primary phase.
- The requirements are still not met.

### **Provision of information**

- The previous inspection found that the school's website did not include a copy of the most recent inspection reports for education and boarding.
- The action plan indicated that the required documents were now available on the school's website and that copies had been given to parents.
- This progress monitoring inspection found that the school's website did not contain links to the most recent inspection reports.
- The school's safeguarding policy is not on the school's website.
- The requirements are still not met.

### **The quality of the boarding provision**

- The previous inspection found several unmet standards relating to the boarding provision. Arrangements for monitoring the health and welfare of boarders were insufficient. Not all boarders with an identified need had a welfare plan. Healthcare plans were not detailed, up to date, or monitored and reviewed. Staff did not have good information about the healthcare needs of the boarders and demonstrated a lack of understanding of mental health problems. Staff did not make sufficient use of other agencies to work together to support pupils' health and welfare needs. The inspection found that leadership roles were unclear. Leaders did not have an accurate view of the quality of the boarding provision. Pupils were not able to make telephone calls in private.
- The school's action plan indicated that healthcare plans would be updated to include the relevant detail and reviewed on an annual basis. Leaders would put in place training for staff to ensure that they had better understanding of mental health issues. Leaders would provide termly reports to trustees on the quality of the boarding provision.
- This progress monitoring inspection found some improvements to this aspect of the school's work. Staff in the boarding provision have undergone additional training in a range of medical issues, including mental health issues. Pupils are now able to make telephone calls in private.
- The quality of healthcare plans remains variable. While some are sufficiently detailed, others do not provide good advice on how to care for pupils.
- The supervisor has undergone basic online training but does not hold a suitable qualification for the care of boarders. Leaders provide a termly report to trustees but do not have an accurate view on how well the boarding provision meets the required standards.
- Staff in the boarding provision have an insecure understanding of the school's safeguarding procedures.
- The requirements are still not met.

### **Leadership and management**

- The school's leaders have not ensured that all the regulations are met and that the welfare and safeguarding of pupils is assured. The associated standards are therefore not met.

## **Compliance with regulatory requirements and national minimum standards for boarding schools**

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

- Ensure that the written policy, plans and schemes of work 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) and 2(1)(b)(ii)).
- Ensure that pupils receiving secondary education have access to accurate up-to-date careers education and guidance which: is presented in an impartial manner, and enables pupils to make informed choices, and encourage pupils to fulfil their potential (paragraphs 2(1), 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 and receive effective preparation for the opportunities, responsibilities and experiences of life in British society (paragraphs 2(1), 2(2)(h) and 2(2)(i)).
- Ensure that the teaching at the school 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 the 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 and 5(a)).
- Ensure that the spiritual, moral, social and cultural development of pupils enables them to distinguish right from wrong and to respect the civil and criminal law of England (paragraphs 5, 5(b) and 5(b)(ii)).
- Ensure that the spiritual, moral, social and cultural development of pupils 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 (paragraphs 5, 5(b) and 5(b)(iii)).
- Ensure that the spiritual, moral, social and cultural development of pupils enables them to acquire a broad general knowledge of and respect for public institutions and services in England, furthers tolerance and harmony between different cultural traditions and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 [Equality] Act (paragraphs 5, 5(b)(iv), 5(b)(v) and 5(b)(vi)).
- Ensure that the spiritual, moral, social and cultural development of pupils encourages respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England (paragraphs 5, 5(b) and 5(b)(vii)).
- Ensure that all teaching precludes the promotion of partisan political views and provides pupils with a balanced presentation of opposing views (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 arrangements made to safeguard and promote the welfare of boarders are made and that such arrangements have regard to the national minimum standards for boarding schools (paragraphs 8, 8(a) and 8(b)).
- Ensure that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy (paragraph 10).
- Ensure that the proprietor complies with relevant health and safety laws by implementing the health and safety policy effectively (paragraph 11).
- Ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- Ensure that the welfare of pupils at the school is safeguarded and promoted by ensuring that risk assessments are implemented by staff (paragraphs 16 and 16(a)).
- The proprietor must carry out appropriate checks to confirm, in respect of all members of staff, including boarding staff, that: no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, and by reason of that person living or having lived outside the United Kingdom, additional checks are made to establish the person's suitability to work in a school, having regard to any guidance issued by the Secretary of State (paragraphs 18(2), 18(2)(b), 18(2)(e) and 18(2)(f)).
- The proprietor must carry out appropriate checks to confirm, in respect of members of the proprietary body, that: no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, and by reason of that person living or having lived outside the United Kingdom, additional checks are made to establish the person's suitability to work in a school, having regard to any guidance issued by the Secretary of State (paragraphs 20(6), 20(6)(a), 20(6)(a)(ii), 20(6)(b) and 20(6)(b)(iii)).
- The proprietor keeps a register that records: whether or not each member of staff is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction, and whether additional checks were made pursuant to paragraph 18(2)(e) (paragraphs 21(1), 21(3), 21(3)(a)(iii), 21(3)(a)(viii) and 21(3)(b)).

- Ensure that toilets and washing facilities have an adequate supply of hot and cold water (paragraphs 28(1) and 28(1)(b)).
- Ensure that a copy of the school's safeguarding policy and inspection report are published and maintained on the school's internet website (paragraphs 32(1), 32(1)(c), 32(1)(d) and 32(1)(e)).
- The proprietor ensures 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, and fulfil their responsibilities effectively so that the independent school standards are met consistently; and actively promote the well-being of pupils (paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

### **The school must meet the following national minimum standards for boarding schools**

- Standard 3.1 The school has, and implements effectively, appropriate policies for the care of boarders who are unwell and ensures that the physical and mental health, and emotional well-being of boarders is promoted. These include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies.
- Standard 6.1 The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy.
- Standard 6.3 The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified.
- Standard 11.1 The school ensures that arrangements are made to safeguard and promote the welfare of pupils at the school and such arrangements have regard to any guidance issued by the Secretary of State.
- Standard 13.1 The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.
- Standard 13.4 The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met.
- Standard 14.1 The school operates safe recruitment and adopts recruitment procedures in line with the regulatory requirements and having regard to relevant guidance issued by the Secretary of State.
- Standard 15.4 Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced.

## Inspection team

Deirdre Duignan, lead inspector	Her Majesty's Inspector
Janet Connor	Her Majesty's Inspector
Joanne Vyas	Social Care Inspector

## Information about this school

- Jamia Al-Hudaa is situated in Nottingham and is part of the Madni Trust, a registered charity.
- Jamia Al-Hudaa is an independent Muslim school, which is registered to provide day and residential education for girls aged 11 to 19 years. It also provides day education for pupils aged four to 10 years.
- The school was registered in 1996. It is registered to admit 205 pupils. It currently has 252 full-time pupils on roll; 15 of these are boys.
- Leaders have not identified any pupils who have special educational needs or disability.
- The school does not make use of any alternative provision.
- The curriculum incorporates Islamic studies for approximately half of each school day, in addition to national curriculum subjects.
- Parents pay contributions to the annual fees, according to their ability to pay.
- The early years provision is full time.
- There is a separate nursery on the school site, which was inspected on 7 January 2014 and found to be good.
- The most recent standard inspection took place in April 2015. The school was judged to be inadequate overall.



## School details

<b>Unique reference number</b>	131119
<b>Social care unique reference number</b>	37793
<b>Inspection number</b>	10018057
<b>DfE registration number</b>	892/6012

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.

The inspection of boarding provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

<b>Type of school</b>	Independent school
<b>School status</b>	Independent boarding school
<b>Age range of pupils</b>	0–19
<b>Gender of pupils</b>	Girls 0–19, Mixed 4–10
<b>Gender of pupils in the sixth form</b>	Girls
<b>Number of pupils on the school roll</b>	252
<b>Of which, number of pupils in the sixth form</b>	42
<b>Number of part-time pupils</b>	Nil
<b>Number of boarders on roll</b>	171
<b>Proprietor</b>	Madni Trust
<b>Chair</b>	N/A
<b>Headteacher</b>	Maha Abu-Taha
<b>Date of previous school inspection</b>	27–29 April 2015
<b>Annual fees (day pupils)</b>	£0–£2,400
<b>Annual fees (boarders)</b>	£0–£3,500
<b>Telephone number</b>	0115 9690800
<b>Fax number</b>	0115 9690818
<b>Email address</b>	<a href="mailto:admin@jamialhuda.com">admin@jamialhuda.com</a>

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