

Jamia Al-Hudaa Residential College

Forest House, Berkeley Avenue, Mapperley Park, Nottingham, Nottinghamshire NG3 5TT

Inspection dates

27–28 April 2017

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Boarding provision outcome

The school meets all of the national minimum standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(2), 2(2)(e), 2(2)(e)(ii)

- The previous monitoring inspection found that the pupils did not receive information about a broad range of career options. There was, for example, limited information available to pupils about apprenticeships and traineeships.
- Senior leaders have taken effective action to ensure that pupils now have access to careers information that relates to apprenticeships and traineeships. Such information is provided in the careers lessons that pupils attend, and the resources that pupils can access in the school's library.
- Senior leaders also use an external organisation that provides impartial careers advice and guidance. A representative of this organisation has visited the school to present information to pupils in Years 10 and 11 about apprenticeships and traineeships. She has also met with pupils in Year 11 and Year 13 to provide them individually with advice and guidance about their next steps.
- Pupils complete suitable individual action plans as a record of the research that they undertake into their career options. The plans that inspectors looked at clearly demonstrated that pupils receive impartial advice that provides them with a clear understanding of what they must do to move into their chosen career. This advice is preparing pupils well for their next steps when they leave the school.
- The requirements of this independent school standard are now met.

Paragraph 2(2), 2(2)(g)

- The previous monitoring inspection found that the school did not provide sixth-form students with a programme of study that was appropriate to their needs.
- Inspectors found that the secular-based courses that students studied did not provide them with sufficient progression from the GCSE qualifications that they had achieved at

the end of Year 11. The level of the secular-based courses was too low to enable students to prepare for life after they leave school, particularly for those students who wished to progress to higher education.

- Senior leaders took immediate action to ensure that the students who are currently in the school's sixth form are now studying an appropriate secular-based course. While this course may not be fully suitable for these students in relation to their career aspirations, those students who met with the inspectors said that they were enjoying the course.
- Senior leaders have clear plans to develop further the sixth-form provision next academic year. It is their intention to provide a wider range of secular courses that are of a suitable level of qualification. These courses will provide students with the opportunity to study academic courses that enable them to prepare for their career aspirations. The trustees have already ensured that, in preparation for these new courses, they have in place teachers who have the necessary qualifications, experience and training to teach the new courses. The trustees have already purchased the curriculum resources that will enable the students to study these qualifications.
- The requirements of this independent school standard are now met.

Paragraphs 2(2), 2(2)(h), 2(2)(i), 3, 3(a), 3(c), 3(d), 3(g)

- The previous monitoring inspection found that many pupils and sixth formers were not making the progress that they should in their learning, given their age and stage of education.
- The school's assessment framework did not provide the necessary information about pupils' prior learning and their levels of ability to assist teachers in planning activities that met pupils' educational needs. Consequently, teachers did not always set work at the right level or activities that were sufficiently challenging. Because of this, pupils did not always complete work that allowed them to make the progress that they should in their learning. Many pupils worked at levels that were below age-related expectations, particularly in mathematics.
- Inspectors also found that the school's assessment framework did not provide senior leaders with sufficient information about the progress that pupils made over time.
- Senior leaders have taken appropriate action to revise the assessment framework that they use to measure pupils' progress. This framework now records pupils' starting points in English, mathematics and science. Senior leaders use this information to set pupils challenging targets. They also use assessment information to measure regularly the progress that pupils make. Senior leaders have further refined the methods used to ensure that the framework provides them with information about the progress that the different groups of pupils make, including the most able and those that are disadvantaged. Because of this, senior leaders now have a clear understanding of the progress made by different groups of pupils.
- Senior leaders have ensured that teachers have undergone suitable training on how to use the new assessment framework in order to plan pupils' learning effectively. Because of this training, teachers are now able to plan activities that are appropriate to pupils' individual learning needs, and work that is challenging for the most able. For example, in a Year 10 mathematics lesson, pupils worked on solving quadratic equations. These pupils were completing tasks that were appropriate to their different levels of understanding. The teacher asked precise questions to check pupils' understanding and

to provide appropriate support. Consequently, pupils of different levels of ability were able to become secure in their understanding of this mathematical concept.

- Because teachers are using effective methods to teach concepts securely and are planning activities that better meet pupils' specific learning needs, most pupils are now making good progress in their learning, particularly in mathematics. Scrutiny of pupils' English, mathematics and science books by inspectors reveals that most primary and secondary pupils are now making good progress in their learning, from their different starting points. Where pupils are not making the progress that they should, senior leaders ensure that pupils receive effective support so that they catch up quickly. Senior leaders closely monitor the progress that these pupils make.
- Pupils are better equipped for the opportunities, responsibilities and experiences of life in British society, since they now complete activities that enable them to make good progress in their learning. The improved careers advice and guidance that the pupils now receive, and the increased opportunities that they have to learn about the local community, are supporting the pupils well as they prepare for life in modern Britain.
- The requirements of these independent school standards are now met.

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

Paragraph 5, 5(b), 5(b)(iii), national minimum standard 10.4

- The previous monitoring inspection found that the pupils, including those in the boarding provision, received limited opportunities to contribute positively to the lives of people living and working in the local community. This was because the pupils received limited opportunities to visit facilities and places within the local area.
- Senior leaders have taken effective action to ensure that pupils now receive wide-ranging opportunities to engage with the local community, its facilities and its residents. Pupils have recently visited a local care home to meet with senior citizens. Pupils also regularly visit a local Catholic school to listen to pupils read. Pupils have undertaken visits to historic sites in the city, to learn about the city's history. They have also visited a Christian charity for homeless people. This visit helped the pupils to develop their understanding of the issue of homelessness in the local area, and to explore the religious beliefs of those people who run the charity.
- Senior leaders have developed a detailed plan that identifies the occasions when pupils from across the school will undertake visits to the local area, and beyond. Because of this plan, senior leaders have a clear understanding of which pupils have benefited from the range of activities that are now available to them. Furthermore, senior leaders are now able to ensure that, in the time that they are at the school, the pupils are able to take full advantage of these activities.
- Senior leaders have enhanced this improved provision by ensuring that pupils receive visits from external speakers. In a recent visit by a leading national politician, for example, pupils engaged in a debate on animal testing.
- Because of the increased opportunities the pupils have to understand the social and economic issues in their local area, they are now better prepared for life in modern Britain.
- The requirements of this independent school standard and national minimum standard

are now met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 8, 8(a), 8(b), 32(1), 32(1)(c), national minimum standard 11.1

- The previous monitoring inspection found that senior leaders did not maintain appropriate written records of any concerns that they may have had in relation to pupils' welfare. This included concerns that staff had in relation to the welfare of the pupils in the boarding provision. Inspectors also found that members of the boarding staff did not always share their concerns about boarders' welfare with the senior leader responsible for safeguarding.
- Senior leaders have taken appropriate action to rectify the safeguarding weaknesses identified at the time of the previous inspection. They now maintain detailed records of the actions that they take when they have a safeguarding concern about a pupil. This includes pupils in both the school and in the boarding provision. These records demonstrate that senior leaders undertake timely and robust action to deal with any safeguarding or welfare concerns, noting the date and time of any action that they take. Senior leaders also record the outcome of these actions, and of any further actions that they may take to keep pupils safe and secure.
- Where appropriate, senior leaders ensure that they contact parents to share their concerns. They also provide the pupil with appropriate support, including through regularly checking on the pupil's welfare, both during and after the time that they are dealing with the concern. Senior leaders maintain thorough records of these checks.
- Where they deem it necessary, senior leaders make referrals to outside agencies in relation to important safeguarding concerns. In so doing, they demonstrate tenacity in their contact with these agencies. They do this to ensure that the pupil receives the level of support that is appropriate to meet their specific welfare needs.
- Senior leaders hold regular meetings with all staff to remind them of their safeguarding responsibilities. They also closely communicate with staff when they have a concern about a pupil, to ensure that all staff are vigilant of the pupil's welfare and keep them safe from harm. Because of this, all staff, including those who are in the boarding provision, understand the actions that they must take when they have a concern about a pupil. The school's records indicate that, on the occasions that they have such a concern, all staff inform the senior leader responsible for safeguarding in a timely manner.
- The headteacher regularly checks on the actions that the senior leader who has responsibility for safeguarding takes to ensure that all pupils are safe, including those pupils in the boarding provision. The trustee who has responsibility for safeguarding also undertakes regular checks on the school's safeguarding procedures, to ensure that senior leaders implement them effectively.
- To ensure that safeguarding is effective, the trustees have engaged the services of senior leaders from another school to undertake checks on the school's safeguarding procedures. This support has provided the school's senior leaders with an external validation of their practice, as well as the opportunity to learn from the safeguarding practice of another school.

- The safeguarding policy is available on the school's website.
- The requirements of these independent school standards and national minimum standard are now met.

Paragraph 10, national minimum standard 12.1

- The previous monitoring inspection found that senior leaders did not always follow the school's policy when recording incidents of bullying. Inspectors found that senior leaders did not always record the action that they had taken when dealing with an incident, nor whether the incident was fully resolved. Inspectors found this to be the case in both the school and the boarding provision.
- Senior leaders took swift action to remedy recording shortcomings. They have suitably reviewed their procedures for dealing with incidents of bullying, including how they record the actions that they have taken. The records clearly identify the actions that senior leaders have taken to respond to any bullying incidents, or any incidents of hurtful behaviour. These actions are comprehensive. Records allow senior leaders to establish what happened, provide support to the victim, and sanction those pupils who have engaged in inappropriate behaviour.
- The requirements of this independent school standard and national minimum standard are now met.

Paragraphs 11, 16, 16(a), 16(b), national minimum standards 6.1, 6.3

- The previous monitoring inspection found that senior leaders did not implement the school's health and safety policy effectively. The inspectors found that some of the facilities that the boarders used did not meet health and safety requirements. Those facilities included a goods lift that senior leaders had failed to have serviced regularly, and exercise machines in the fitness room that were not in a fit state of repair. The inspectors also identified that the proximity of these exercise machines made them unsafe to use.
- The previous monitoring inspection also found that the risk assessments that the senior leaders undertook for visits off the school site lacked sufficient rigour. The assessments did not consider in sufficient detail the risks that were associated with the specific trips that pupils were undertaking. For example, the assessments did not consider the necessary travel arrangements for the visit, the nature of the activities that the pupils would undertake, or the level of staff supervision required.
- Senior leaders have taken effective action to rectify health and safety weaknesses. They have ensured that pupils no longer have access to the goods lift and to the fitness room. Senior leaders are also undertaking immediate and appropriate action to ensure that these facilities meet health and safety standards.
- The risk assessments that the senior leaders complete prior to any educational visit off-site are now thorough and detailed. The assessments clearly consider all of the aspects of the proposed educational visit. They provide clear guidance to staff of the actions they must take to reduce any risks that the assessment has identified. In completing their assessment of risk, the senior leaders consider the travel arrangements, the health needs of the pupils, the nature of the venue that the pupils will be visiting and the activities that they will be undertaking.
- The requirements of these independent school standards and national minimum

standards are now met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c), national minimum standards 13.1, 13.4

- The proprietor, trustees, headteacher and other senior leaders have taken effective action to meet the independent school standards and national minimum standards that inspectors judged as being unmet at the last progress monitoring inspection.
- The proprietor and the trustees have ensured that senior leaders have worked closely and effectively with a range of external educational consultants to improve the quality of the educational provision and the school's safeguarding procedures. By working closely with these consultants, the senior leaders have a secure understanding of the independent school standards and national minimum standard requirements that the school must meet. Furthermore, the senior leaders understand the actions that they must undertake to ensure that the school consistently meets these standards.
- Since the previous progress monitoring inspection, the senior leader responsible for safeguarding has taken rapid action to make sure that the school's safeguarding procedures are effective. The school's staff actively promote the pupils' well-being, and act to ensure that all pupils are safe.
- The senior leader responsible for the quality of education has made sure that the assessment framework is now effective. She has ensured that the framework provides teachers with the necessary information to enable them to plan tasks that meet pupils' individual learning needs. The senior leader undertakes regular visits to lessons to check on teachers' classroom practice. Where she identifies practice that does not meet the senior leaders' expectations, she ensures that the teacher receives appropriate support to improve their practice.
- The senior leaders responsible for safeguarding and for the quality of education work closely with the school's subject and pastoral leaders. Because of this, there is now greater capacity within the school's staff to ensure that the school consistently meets the independent school standards, and that the pupils are kept safe from harm and achieve well.
- The trustees have taken effective action to widen the sixth-form provision, to train staff and to purchase new resources to help sixth formers to learn effectively. The trustees' commitment to these improvements has ensured that the senior leaders have had the resources to make the necessary improvements to the school's educational and welfare provision.
- The action trustees have taken has also ensured that the school's leadership and its staff have the capacity to meet the independent school and national minimum standards consistently.
- The trustees closely monitor the actions that the senior leaders undertake to improve the quality of teaching and to ensure that pupils are kept safe. The trustees meet regularly with the senior leaders, and provide appropriate levels of challenge and support to ensure that the senior leaders' work to meet the independent school standards is effective.
- Since the previous progress monitoring inspection, the number of pupils on the school

roll has fallen. Senior leaders have accounted for the whereabouts of the nine pupils who have left the school since January 2017.

Boarding provision

Compliance with the national minimum standards for boarding schools that were assessed during this inspection

National minimum standards 6.1, 6.3, 10.4, 11.1, 12.1, 13.1, 13.4

- The school now meets all of the national minimum standards that inspectors judged as being unmet at the previous monitoring inspection. Details of the actions that the senior leaders have taken to meet these standards are present in the main body of this report.

Compliance with regulatory requirements and national minimum standards for boarding schools

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards'), the national minimum standards for boarding schools and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards

- Ensure that pupils receiving secondary education have access to accurate, up-to-date careers guidance that enables them to make informed choices about a broad range of career options (paragraph 2(2), 2(2)(e), 2(2)(e)(ii)).
- Ensure that there is a programme of activities which is appropriate to their needs (paragraph 2(2), 2(2)(g)).
- 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 (paragraph 2(2), 2(2)(h) and 2(2)(i)).
- Ensure that teaching 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 (paragraph 3, 3(a)).
- Ensure that teaching involves well planned lessons and effective teaching methods, activities and management of class time (paragraph 3, 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 (paragraph 3, 3(d)).
- Ensure that a framework is in place to assess pupils' work regularly and thoroughly, and that information from that assessment is used to plan teaching so that pupils can progress (paragraph 3, 3(g)).
- Encourage pupils 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 (paragraph 5, 5(b), 5(b)(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 (paragraph 7, 7(a) and 7(b)).
- Ensure that arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school, and to ensure that such arrangements have regard to the national minimum standards for boarding schools (paragraph 8, 8(a), 8(b)).
- Ensure that bullying at the school is prevented in so far as is 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 the drawing

up and effective implementation of a written health and safety policy (paragraph 11).

- Ensure 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 (paragraph 16, 16(a), 16(b)).
- 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 that they fulfil their responsibilities effectively so that the independent school standards are met consistently, and that they actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)).

The school now meets the following national minimum standards for boarding schools

- The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy (NMS 6.1).
- 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 (NMS 6.3).
- Boarders have access to information about events in the world outside the school, and access to local facilities which are appropriate to their age (NMS 10.4).
- The school ensures 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 (NMS 11.1).
- The school has and consistently implements a written policy to promote good behaviour amongst pupils. This policy includes: measures to combat bullying, including cyberbullying, and to promote positive behaviour; school rules; disciplinary sanctions; when restraint, including reasonable force, is to be used and how this will be recorded and managed; and arrangements for searching pupils and their possessions (NMS 12.1).
- 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 (NMS 13.1).
- The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met (NMS 13.4).

School Details

Unique reference number	131119
Social care unique reference number	SC002270
DfE registration number	892/6012
Inspection number	10034724

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

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.

Type of school	Independent school
School status	Independent boarding school
Age range of pupils	0 to 19
Gender of pupils	Girls 4–19, Mixed 4–10
Gender of pupils in the sixth form	Girls
Number of pupils on the school roll	228
Of which, number on roll in sixth form	61
Number of part-time pupils	0
Number of boarders on roll	153
Proprietor	Madni Trust
Chair	Akhtar Z Ghouri
Headteacher	Maha Abu-Taha
Annual fees (day pupils)	£0–£2,400
Annual fees (boarders)	£0–£3,500
Telephone number	0115 9690800
Website	www.madnitrust.com
Email address	admin@madnitrust.com

Date of previous standard inspection 27–29 April 2015

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 school, which is registered to provide day and residential education for girls aged 11 to 19 years. It also provides day education for boys and girls aged four to 10 years. The residential provision is contained within a building attached to the school.
- The school was registered in 1996 and can admit 205 pupils. It currently has 228 full-time pupils on roll.
- Leaders have not identified any pupils who have special educational needs and/or disabilities.
- The curriculum enables pupils to complete Islamic studies, as well as study national curriculum subjects.
- The school does not make use of any alternative provision.
- 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. This was inspected on 6 November 2016 and found to be good.
- The school was previously inspected on 10–11 January 2017. This inspection was the school's third progress monitoring inspection.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous progress monitoring inspection.
- This was the school's third progress monitoring inspection. The inspection was unannounced.
- The Department for Education rejected the school's action plan on 11 February 2016.
- The inspectors held meetings with the senior leaders, the boarding supervisor, trustees, members of staff, and pupils, including boarding pupils.
- The inspectors observed learning in nine lessons across the primary and secondary phases of the school, during which time they spoke with pupils and evaluated work in pupils' books. Inspectors conducted these lesson observations with the senior leaders responsible for the quality of teaching and learning. The inspectors also scrutinised the English, mathematics and science books of a selection of pupils from all of the school's year groups. An inspector visited the school library.
- The inspectors examined a range of policies relating to safeguarding, the curriculum, careers education, complaints, teaching and learning, and health and safety. The inspectors also looked at a range of documentation related to the curriculum, attendance, bullying, safeguarding, staff training and pupils' achievements. The lead inspector scrutinised the school's single central register and recruitment procedures to check compliance with government requirements.

Inspection team

Simon Hollingsworth, lead inspector	Her Majesty's Inspector
Philippa Darley	Her Majesty's Inspector
Catherine Honey	Social Care Regulatory Inspector
Joanne Vyas	Social Care Regulatory Inspector

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