

# Madinatul Uloom Al Islamiya School

Summerfield, Kidderminster, Worcestershire DY10 4BH

## Inspection dates

6–8 February 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Good
Sixth form provision	Inadequate
Overall experiences and progress of children and young people in the boarding provision	Inadequate
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is an inadequate school

- Safeguarding is ineffective. Inspectors expressed concerns about safeguarding in December 2017, May 2017 and February 2016. However, leaders have still not taken the action required to make sure that pupils are safe
- Leaders for safeguarding lack a full enough overview to keep pupils safe. Not all leaders have the understanding they need to safeguard pupils.
- The sixth form is inadequate because safeguarding is inadequate.
- In the boarding provision, leaders do not have a clear overview of sleeping arrangements. They do not know which staff and pupils sleep where and when.
- While improving, the school contained hazards to pupils at the time of inspection.
- Leaders have not ensured that the independent school standards and national minimum standards for boarding are met.
- Leaders responsible for attendance and behaviour do not have the knowledge they need to lead these areas well. They do not track and evaluate pupils' attendance carefully enough. Too many pupils have high levels of absence.
- The school's record-keeping about behaviour is weak. Leaders do not record enough detail for patterns of behaviour to be identified and pupils' welfare protected.
- In a small number of instances, inconsistent teaching means that pupils do not make the progress of which they are capable.

### The school has the following strengths

- Leaders have taken effective action to address historic weaknesses in teaching and learning. The quality of teaching overall is good.
- Outcomes for pupils in the secular and Islamic curriculum are strong. From their different starting points, pupils make good progress.

## Full report

### What does the school need to do to improve further?

- Improve leadership and management so that the independent school standards and the national minimum standards for boarding are met.
- Urgently review and strengthen all safeguarding procedures so that:
  - leaders for safeguarding have sufficient knowledge of all of the aspects of school life that contribute to pupils' safety
  - recording and tracking of pupils' attendance and behaviour allow leaders to identify patterns and provide appropriate support for pupils' welfare
  - the premises pose no unacceptable risks to pupils' safety
  - procedures to support pupils' health and medical needs, including the administration of medicines, improve
  - leaders have a precise overview of who sleeps on the school site, where and when.
- Improve pupils' attendance so that fewer pupils are consistently absent from school.
- Improve staff members' understanding of bullying, especially prejudicial bullying, so that they are able to recognise it more readily if it happens.
- Continue to improve teaching so that all teaching matches the quality of the best in the school.
- Monitor the impact of the school's new curriculum to ensure that it has a positive impact on pupils' personal development and outcomes.
- Improve pupils' ability to personalise their boarding area.

## Inspection judgements

<b>Effectiveness of leadership and management</b>	<b>Inadequate</b>
<b>The effectiveness of leaders and managers in the boarding provision</b>	<b>Inadequate</b>
<b>How well children and young people are helped and protected in the boarding provision</b>	<b>Inadequate</b>

- Leaders have not ensured that all of the independent school standards and national minimum standards for boarding are met.
- The school has rectified some of the risks to health and safety identified by the December 2017 monitoring inspection. However, inspectors found electrical hazards such as loose wires, dangerous light switches, an unsafe light-fitting dangling over large piles of bedlinen, window glass not of safety standard and ground-floor windows that could be opened from the outside. Leaders rectified some of these issues promptly. However, ineffective systems to identify, assess and take action to reduce risks in the school environment still jeopardise pupils' safety.
- Systems to monitor pupils' attendance are weak. Leaders have introduced a software package to track attendance, but this is not used properly. Leaders responsible for attendance do not have a secure grasp of the systems for monitoring attendance. They do not have an overview of attendance patterns.
- Leaders responsible for monitoring pupils' behaviour do not analyse records of incidents. They do not record incidents in detail and have not fully considered the reasons why aggressive actions, such as physical assaults, take place and whether these assaults are bullying incidents.
- The school's plans and records to support pupils' health do not help staff to meet their needs. Records and plans for managing known health conditions, including the administration of medication, are not effective because they contain inaccuracies. This means that staff do not have good-quality guidance to direct their care of pupils with, for example, allergies, asthma or diabetes.
- Recognising that improvements could be made in teaching, learning and assessment, the trustees appointed two educational consultants to lead teachers' professional development. This has had a swift and positive impact. Leaders have introduced improved planning, assessment and tracking systems. Classrooms have been renovated so that they are now more inspiring learning environments. Training for teachers is planned carefully with a clear focus on pupils' learning. As a result, teaching has improved quickly.
- Leaders have reviewed the curriculum and made significant positive changes. They have introduced history GCSE and physical education lessons alongside a raft of improved classroom resources. Further new GCSEs are to be introduced in September 2018. Pupils are excited about the changes and thoroughly enjoy their new lessons. However, it is too early to see the full impact of these changes to the curriculum.
- Leaders have embarked upon a renovation of the boarding areas. While this is not complete, there have been significant improvements since the last monitoring inspection. Inspectors found most of the premises to be clean. The cooking and refrigeration equipment is safe and clean and the bedrooms are warm and comfortable.

## Governance

- Trustees have not effectively ensured that the national minimum standards for boarding and the independent school standards are met. However, they:
  - understand the school's strengths and weaknesses
  - identified that, following the May 2017 inspection, standards in the school deteriorated
  - acted to address this deterioration
  - take a keen interest in the school and are fully involved in monitoring leaders' actions on safeguarding issues
  - have high aspirations for pupils.

## Safeguarding

- The arrangements for safeguarding are not effective.
- The safeguarding policy meets statutory requirements but is not effectively implemented. Therefore, the guidance issued by the Secretary of State has insufficient impact on the safeguarding arrangements in school. The school does not have a website. However, the safeguarding policy is available to parents on request.
- Leaders for safeguarding do not have the knowledge they need to ensure pupils' safety. They do not have adequate knowledge of pupils' attendance, behaviour and bullying in the school and welfare requirements in boarding. Senior boarding staff with particular roles in the leadership and management of boarding provision do not have safeguarding training at a level appropriate to their role.
- Systems for monitoring which pupils and staff sleep on the school site, where and when, are not clear. Leaders do not have a shared understanding of how sleeping arrangements are monitored.
- The system for monitoring pupils' attendance is not secure. Leaders have introduced a new system but are not making full use of it. Leaders do not share a clear understanding of pupils' attendance rates, where any problems in attendance lie and the recording of attendance.
- Leaders do not analyse behaviour incidents properly. They do not keep accurate or detailed records of serious incidents.
- The administration of medication is chaotic. Records on pupils' health needs are not consistently accurate. Some staff who administer medication are not trained to do so.
- Leaders have worked constructively with the police to develop a missing-child policy. A programme of safeguarding training for all staff is in place and leaders actively seek staff views on how safeguarding could be improved.
- Safeguarding records show that the recording of safeguarding concerns has improved recently.

## Quality of teaching, learning and assessment

**Good**

- Leaders have identified factors that, in the past, held pupils back. The action plans they

have put in place are effective. As a result of a totally redesigned assessment system, strong planning, well-motivated pupils and appropriate oversight by leaders, teaching is good and is improving quickly.

- Teachers' subject knowledge is generally strong and improved classroom resources in every subject support pupils' progress. Teachers diligently identify when pupils need extra help to improve their skills and knowledge. They make sure that pupils get the support they need.
- Relationships between teachers and pupils are respectful. Pupils work hard in lessons and listen carefully to their teachers' advice. Their progress improves as a result.
- In some sessions, pupils work with enthusiasm and fervour. This is often because teachers are passionate about the subject content, teach it effectively and engage pupils strongly.
- In a few instances, pupils do not make as much progress as they could because questioning is not used effectively, or checks are not made on their learning or understanding. Leaders know that their new, higher expectations are not consistently carried out and are working hard to improve some teachers' practice.

## **Personal development, behaviour and welfare**

## **Inadequate**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is inadequate.
- Leaders have not ensured that safeguarding is effective and pupils' welfare is not secure as a result.
- While pupils who spoke with inspectors said that leaders dealt well with bullying when it occurred, leaders' tracking of pupils' behaviour lacks detail and clarity. Incidents that may be of a bullying nature are not probed to see if they are. There are too many pupil-on-pupil assaults. Inspectors found a clear example of homophobic bullying that leaders did not classify or record as such. This demonstrates leaders' lack of understanding of bullying.
- Pupils told inspectors that, during their boarding experience, they gain independence and a sense of personal responsibility. Pupils know that they have to keep their own boarding spaces clean and tidy.
- Pupils value their citizenship and personal, social, health and economic education. For many, it is their favourite subject. They enjoy learning about citizenship and how to become valued and responsible members of society.

### **Behaviour**

- The behaviour of pupils requires improvement.
- Attendance is below the national average because too many pupils are persistently absent from school. The systems that leaders have put in place to monitor attendance are not used effectively to give them a clear overview. This means they do not spot patterns and this limits their ability to challenge unnecessary absence.
- Pupils' behaviour around the school and in lessons is usually positive. In most cases, they

move around the school site sensibly and with a sense of purpose. They greet visitors warmly.

## Outcomes for pupils

**Good**

- In 2017, pupils' progress in their GCSE courses was strong. From low starting points, the vast majority made good progress across a range of subjects, including English, mathematics and science. Pupils with low prior attainment made particularly impressive progress.
- Most groups of current pupils are making good progress towards their targets. However, leaders have identified that Year 10 pupils are behind where they should be. They have appropriate plans in place to make sure these pupils catch up.
- Pupils' progress in the Islamic curriculum is strong. During their time in the school, pupils develop their understanding of Islamic beliefs. Pupils speak articulately about this. Many also make good progress in their memorisation of the Koran.
- All pupils who left the school in 2017 went on to education, employment or training. Around a third stayed on in the school's own sixth form.
- Pupils' progress in geography in 2017 was, however, extremely weak and in stark contrast to that made in other GCSE subjects. Leaders have decided not to run this course from now on. Pupils, instead, study history. Current pupils are making good progress in this subject.

## Sixth form provision

**Inadequate**

- The sixth form is inadequate because leaders have not ensured that safeguarding, including for post-16 students, is effective.
- A small number of pupils study for A levels alongside their Islamic studies. They make good progress on their courses and most achieve high grades.
- Students are highly complimentary about their post-16 experiences. They feel that their experience of boarding, Islamic education and personal, health, social and economic education prepares them well for life after school. They say that it enhances their independence, knowledge and spirituality and prepares them well for life in modern Britain.
- Students are able to reflect on a range of issues in modern society and have an understanding of fundamental British values. Recent activities have included work on the role of women and pupils have learned about lesbian, gay, transsexual and bisexual matters.
- Students enjoy the extra responsibilities they receive in the sixth form. For example, they take their role in supporting younger pupils very seriously.
- Leaders have made successful improvements to the quality of careers information, advice and guidance provided. Students have repeated opportunities to consider a range of careers and future educational placements. They hear from professionals from a range of fields. As a result of a careers talk from the police, for example, some pupils are considering roles in public service.

## Overall experiences and progress of children and young people in the boarding provision

### Inadequate

- There are hazards on the premises, concerns about bullying and a weak safeguarding culture in the school. Leaders' responses to bullying incidents and assaults show a lack of curiosity about the cause of violent incidents between pupils. Day-to-day leadership in the school is based on trust rather than accountability systems and critical challenge.
- The school has no record of which adult pupils, prefects and supervisory staff sleep in boarders' corridors. This means that in the event of an allegation or concern, leaders are not able to establish a true picture of staff whereabouts on a particular night.
- Key boarding staff do not have a strong understanding about potential problems in boarding or about pupils' backgrounds. There is no coordinated approach to sharing information or making plans to support boarders' welfare, for example for those children whose parents live overseas, or those who find it hard to settle in. Meetings of boarding staff do not prioritise pupils' welfare needs. There is little evidence of how the welfare system supports and protects vulnerable pupils.
- Leaders demonstrate a reactive, rather than a proactive, approach to boarding welfare.
- Senior staff with particular responsibilities for boarding do not have safeguarding training at a level matching their role. Some staff administering medication are not trained to do so.
- Pupils, however, enjoy their boarding and school experience. They say that the school food is 'perfect' and that supervisors are kind to them. Pupils describe the school as 'one big family'.
- Pupils have no reported concerns about how staff act on their views. They spoke confidently to inspectors about how they could take any problems to supervisors or the school counsellor. Pupils have adequate time to share their views with their pastoral tutor. Boarders' views are now well managed through an effective school council. Pupils feel that staff listen to them.
- Pupils now have more opportunities to increase their independence skills. For example, they learn cooking, including of Italian food, from the school chef.
- Families now have clarity about when they can visit their children in the boarding provision. Families are not allowed on site outside of weekday 'office hours' or without the prior agreement of the headteacher. Facilities are available at the perimeter fence for them to meet in private with their children.

## School details

Unique reference number	117044
Social care unique reference number	SC043039
DfE registration number	885/6031
Inspection number	10041363

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	Other independent school
School category	Independent boarding school
Age range of pupils	11 to 28
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	226
Of which, number on roll in sixth form	70
Number of part-time pupils	0
Number of boarders on roll	204
Proprietor	Board of trustees
Chair	Maksud Gangat
Headteacher	Ahmed Hans
Annual fees (day pupils)	£1,500
Annual fees (boarders)	£2,700
Telephone number	01562 66894
Email address	<a href="mailto:headteacher@madinatul-uloom.org">headteacher@madinatul-uloom.org</a>
Date of previous inspection	2–4 February 2016



## **Information about this school**

- The school is an independent boarding and day school for Muslim pupils and students aged 11 to 28. Pupils and students attend from around the world.
- Since the last full inspection, a new chair of trustees has been appointed. There are eight trustees on the board.
- The vast majority of pupils are boarders. The school does not use alternative educational provision.
- There are no pupils who have special educational needs and/or disabilities.
- Pupils complete Islamic studies in the first part of the morning, followed by a full secular curriculum in the late morning and afternoon.
- The school is in the grounds of a former teacher training college. There are numerous buildings, some of which are derelict and in the process of renovation. Leaders have almost completed the building of a large hall and are in the process of building a dining facility.

## Information about this inspection

- Inspectors checked each building on the site, including a selection of boarders' rooms, social areas and the grounds.
- Meetings were held with the headteacher, school consultants, other leaders, teachers and trustees.
- Inspectors visited lessons and looked at pupils' work. They also scrutinised pupils' examination results from 2017 and information about current pupils' progress.
- A range of documentation was evaluated, including that on safeguarding, curriculum, staff recruitment and on pupils' behaviour and attendance.
- To gather pupils' and parents' views, inspectors spoke with parents, evaluated the 13 responses to Ofsted's Parent View questionnaire and the 12 free-text responses, and spoke with groups of pupils informally and formally.

## Inspection team

Dan Owen, lead inspector	Her Majesty's Inspector
Susan Morris-King	Senior Her Majesty's Inspector
Michael Onyon	Ofsted Inspector
Dave Carrigan	Social Care Regulatory Inspector
Christy Wannop, lead social care inspector	Social Care Regulatory Inspector

## **Annex. Compliance with regulatory requirements**

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

#### **The school must meet the following independent school standards**

##### **Part 3. Welfare, health and safety of pupils**

- 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.
- 8 Where section 87(1) of the 1989 Act applies in relation to a school the standard in this paragraph is met if the proprietor ensures that—
  - 8(a) arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and
  - 8(b) such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Students under Eighteen by Further Education Colleges.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that—
  - 9(b) the policy is implemented effectively; and
- 10 The standard in this paragraph is met if the proprietor ensures 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.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 16 The standard in this paragraph is met if the proprietor ensures that—
  - 16(a) 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
  - 16(b) appropriate action is taken to reduce risks that are identified.

##### **Part 5. Premises of and accommodation at schools**

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

## Part 8. Quality of leadership in and management of schools

- 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 well-being of pupils.

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

- 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 wellbeing<sup>1</sup> 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. (NMS 3.1)
- 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 (ISS paragraph 16–16(b)) (NMS 6.1).
- The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (ISS paragraph 25) (NMS 6.2).
- The school ensures compliance with relevant health and safety laws<sup>2</sup> by drawing up and implementing effectively a written health and safety policy (ISS paragraph 11) (NMS 6.3).
- 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<sup>3</sup> (ISS paragraph 7–7(b)) (NMS 11.1).
- The school has and consistently implements a written policy to promote good behaviour amongst pupils (NMS 12.1).
- The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met (NMS 13.4).
- Senior boarding staff have an adequate level of experience and/or training (NMS 13.6).

1 'wellbeing' means wellbeing within the meaning of section 10(2) of the Children Act 2004.

2 'Health and safety: advice for schools', DfE, 2014; [www.gov.uk/government/publications/health-and-safety-advice-for-schools](http://www.gov.uk/government/publications/health-and-safety-advice-for-schools).

3 'Keeping children safe in education', DfE, 2015; [www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2), and 'Working together to safeguard children', DfE, 2015; [www.gov.uk/government/publications/working-together-to-safeguard-children--2](http://www.gov.uk/government/publications/working-together-to-safeguard-children--2).

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