

Jamia Al-Hudaa Residential College

Independent school inspection report

DCSF registration number	892/6012
Unique Reference Number (URN)	131119
URN for registered childcare	EY 287119
Inspection number	353838
Inspection dates	1–2 July 2010
Reporting inspector	Jill Bainton

Published: 21 July 2010

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

No. 090070

© Crown copyright 2010



Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A¹ of the Education Act 2002, as amended by schedule 8 of the Education Act 2005², the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

Jamia Al-Hudaa Residential College is an independent Muslim school that opened in October 1996. There are currently 292 pupils on roll within the three nursery, primary and secondary departments. The day nursery was registered in 2004 for 45 boys or girls, aged from three months to five years. Thirty one children receive government funding. The primary section opened in September 2003 and provides full-time primary education for boys and girls aged five to 11 years. Education and residential facilities are provided for girls aged 11 to 19 years and the school operates an admission policy of selection by ability at the age of 11 years. The majority of pupils have English as an additional language (EAL). There are no pupils with a statement of special educational needs.

The school is situated in a quiet part of Nottingham and is housed in a large Victorian building that used to be a children's hospital. It was inspected by Ofsted in 2007 and a small number of regulations were not met. Residential provision was inspected by Ofsted's social care inspectorate in November 2008 when all the minimum boarding standards were met. The boarding provision was not inspected at this time. There are currently 133 girls boarding. The nursery department was inspected in June 2006 by Ofsted's child care inspectorate. There have been very recent changes in the senior management in the primary department.

The school aims to 'provide the best education in an Islamic environment through the knowledge of the Qur'an and the Sunnah ... and to equip pupils with the skills and confidence to face the realities of adult life and improve their opportunities for future careers.'

Evaluation of the school

Jamia Al-Hudaa Residential College provides a good quality of education and successfully meets its aims, particularly with regard to the Islamic and Arabic aspects. Through using a good curriculum based on the National Curriculum, and well-informed teaching, pupils make good progress. The curriculum for Islamic Sciences is outstanding and is taught with flair and imagination leading to pupils making outstanding progress. Good provision in the Early Years Foundation Stage

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

ensures that all the children, including the youngest, make a good start to their education. The spiritual, moral, social and cultural development of the pupils of all ages is outstanding and arrangements for safeguarding are good. The inspection of the boarding provision was satisfactory at the last inspection in 2008. The school has addressed all the issues raised at the last education inspection and now meets all the regulations for registration.

Quality of education

Jamia al-Hudaa College provides a good quality of education. This is an improvement since the last inspection. The curriculum in the primary and secondary departments is divided into two. The taught time is approximately equal between National Curriculum subjects and Islamic Sciences in the primary department. Islamic Sciences study time increases throughout the secondary department culminating in full time study in the sixth form. This is appropriate. The curriculum based on the National Curriculum is good, well documented and meets the needs of the pupils of all ages. Pupils in the primary department study a suitable range of subjects. Older pupils take GCSE examinations in an appropriate range of subjects, which include Arabic language, Bengali or Urdu, together with English, mathematics and science. Older pupils take AS level in Arabic language, Urdu and English and A level in Arabic language and Urdu. Personal, social, health and citizenship education is taught as an integral part of the curriculum throughout the school and reflects its aims and ethos. Senior pupils are given suitable careers advice and support. This is instrumental in helping prepare them for the next stage of their education. The school takes full account of the curriculum guidance for the Early Years Foundation Stage to plan a good programme of activities appropriate for the age and stage of development of all children in this phase. A range of outside visits and visitors to the school help to further enhance the pupils' learning.

Pupils for whom English is not their first language have a supportive programme to promote their speaking and listening skills. Those pupils who may need additional help are effectively supported through a well-planned programme.

The provision for Islamic Sciences is outstanding. It provides memorable experiences and rich opportunities for high quality learning and excellent personal development and well-being. This is very well devised to meet pupils' changing needs and enables them to learn at their own pace. The Islamic programme, including Arabic, is very well geared to the needs of the pupils; it forms approximately 45% of the curriculum and is taught throughout the school. It forms a very important part of the school's daily routine and is a fundamental part of the pupils' personal development and achievement. The schemes of work for Arabic, Islamic studies and Islamic history are carefully selected to cater for the needs of individuals. The school selects its schemes with some reference to Saudi and Syrian qualifications and curricula. The daily routines such as Duaa (supplication) and Zohar Salah (lunchtime prayer) enable pupils to practise their faith and develop an excellent sense of community. Cross-

curricular provision, including literacy in Arabic, Islamic history and Islamic studies are very well organised and highly coherent promoting outstanding outcomes.

Overall, the quality of teaching and assessment is good in both the primary and secondary departments and pupils make good progress in their National Curriculum studies. The teaching and assessment of the Islamic Sciences is outstanding as is the pupils' progress. The teaching in the Early Years Foundation Stage is good and meets the needs of all children in this stage, including those under three. Teaching and assessment throughout the school have been much improved since the last inspection and are now good with well organised tracking systems in place which ensure that the school can follow up pupils' progress and support them when they need additional help. By the end of their time in school the older pupils have made good progress and reach high standards in national examinations, with some pupils being among the top ten in the country in the Urdu A level examination.

Most teachers are knowledgeable, confident and well prepared for lessons although lesson planning is variable and consequently, an opportunity is lost to require teachers to indicate how they will design learning to meet the needs of pupils of all abilities. Despite this, the overall learning objective for each lesson is suitably set out. The most skilful teachers enable their lessons to proceed at a good pace and pupils' learning benefits accordingly. Teachers have developed positive relationships with the pupils who show much respect towards the adults as a result. Marking of the pupils' work is variable with not all work marked regularly; and teachers are not always offering useful feedback in the form of judgements on quality and advice on improvement. Many additional resources, which are used well, have been obtained to cater for all types of learners. Teachers and pupils find using the computers in the information and communication technology (ICT) suite a challenge as they are slow, which affects the pace of the lessons. The school has devised a range of effective assessment procedures. The pupils take national examinations and achieve good or better results. A range of tests enable the teachers to now track pupils' learning effectively. Parents and carers are kept regularly informed of their children's progress with detailed written reports and consultation meetings.

The quality of teaching and assessment in Islamic Sciences is outstanding. Subject knowledge is applied consistently to challenge and enthuse pupils. Teachers and other adults have high expectations of pupils and ensure that effective and very well targeted support is given to individuals to accelerate their progress. There are regular written and verbal assessments. GCSE pupils are tested using regular examination board papers ensuring assessment is in line with the grading of the examination board. Progress is outstanding especially as the pupils are non-Arabs and their progress, skills and fluency acquired in one year is astonishing. The school prepares the pupils very well for their future economic well-being, to enable them to be well prepared for life after school and in the Islamic world.

Spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, moral, social and cultural development is outstanding; this includes all the children in the Early Years Foundation Stage. The strong provision for spiritual, moral and social development pervades the school and is very central to its aims and ethos. A calm and welcoming learning atmosphere is very evident in lessons and around the school. In the primary section, behaviour is good in the classrooms and around the school and is exemplary in the senior department. The senior pupils' enjoyment is very well reflected in their respectful relationships and positive attitudes towards learning. Pupils are happy, polite and courteous to visitors. Pupils cooperate well and develop excellent social and personal skills that equip them well for their future lives. Their attendance is excellent. The reward system and celebration of achievement inject a spirit of high involvement in learning and willingness to work hard in order to achieve their potential. Pupils contribute well to the life of the school as seen in their roles as helpers at tidy up time; monitors and supervisors in the boarding area and leaders on preparation for prayer. Pupils take an active part in fund raising and help improve the quality of their school's provision. For example, pupils have successfully raised funds to refurbish their own mosque.

Through excellent quality provision for Islamic studies, citizenship and Islamic history, pupils develop an excellent understanding of right and wrong and respect for the law. Those in the senior department have a clear understanding of their Islamic identity, reinforced by assemblies and Zohr Sala (lunch prayer). They engage fully in Islamic studies such as Aqeedah (theology/beliefs), Hadith (Prophet's life), Tafseer (meaning of Suras) and Fiqh (Islamic Law). Through these activities, pupils are provided with valued learning experiences, which help them gain an imaginative awareness about how to reflect on their learning and grow in self-confidence and self-esteem.

Pupils demonstrate an excellent knowledge and understanding of their own cultures and belief and a good understanding of the cultural diversity of those around them. This is very well commented on by a senior pupil, 'we study and live together in harmony. We learn about our cultures and this helps us celebrate our similarities and share our differences.' The school has a good approach to developing community cohesion and widening pupils' understanding about how people from other faiths and cultures lead their lives. For example, the school works in collaboration with other local schools sharing their ideas and expertise to widen the pupils' horizons. This aspect has been increased since the last inspection.

Welfare, health and safety of the pupils

The welfare, health and safety of the pupils and all children in the Early Years Foundation Stage is good. The school has worked very hard to improve this aspect since the last inspection and now has a range of comprehensive health and safety policies in place, which are effectively implemented. The school was required, following the last inspection, to ensure that all staff were trained in safeguarding and

to devise a detailed policy to comply with national guidance. This has now been done; there are now five members of staff trained in child protection to an appropriate higher level and all staff have received child protection training. The safeguarding policy is detailed and meets requirements. There are suitable policies for anti-bullying, behaviour and discipline and health and safety on educational visits with all visits outside the school suitably risk assessed. The school has put in place detailed procedures to ensure the safety of all the pupils and has conducted risk assessments on the premises. Procedures for fire prevention are robust with a detailed fire risk assessment, annual checking of all fire appliances, termly documented fire drills and staff trained in fire safety. The pupils are very well supervised at all times. The attendance and admission registers meet the regulations. The first aid policy meets requirements and several members of staff are appropriately trained in first aid, including those responsible for the children in the Early Years Foundation Stage. The pupils are encouraged to eat healthily and take regular exercise. The school has fulfilled its duties under the Disability Discrimination Act and has devised a three-year accessibility plan.

Suitability of the proprietor and staff

The school thoroughly checks all staff for their suitability to work with children and the information is recorded on the single central register of staff appointments. This is an area, which has improved since the last inspection.

School's premises and accommodation

The premises and accommodation provide a suitable learning environment. The programme of maintenance and refurbishment of the premises and grounds ensures that pupils can learn safely and securely. The teaching accommodation is spacious, with specialist rooms for ICT, science, physical education and study. Pupils benefit from the extensive grounds surrounding the school for relaxation and exercise. The primary section has plans to improve its outdoor area to offer pupils more adventurous play.

Provision of information for parents, carers and others

Parents, carers and others are provided with a good range of information through the prospectuses, website and newsletters. A number of parents and carers responded to the pre-inspection questionnaire and were positive in their support of the school, with one commenting 'I think the school is very good.'

Procedures for handling complaints

The school has a set of procedures, which fully meet the regulations.

Effectiveness of the Early Years Foundation Stage

The needs of the children in the Early Years Foundation Stage are met well and the overall effectiveness of the provision is good. Children are happy and well behaved. They make good progress towards the early learning goals in most areas of learning according to their starting point. The Reception aged children are on track to achieve the early learning goals. There is a particularly strong emphasis on developing children's communication, language and literacy as some have limited or no English on entry. Staff are skilful at listening to children and helping them to express their ideas and views, or to explain things in their home language. Children are also proud of their developing Arabic skills and practise their writing with care. They join in songs and rhymes with enthusiasm. Staff take every opportunity to reinforce children's counting skills, and recognition of shape, size and number through rhymes, counting objects and fruit at snack time. This contributes to their good understanding and progress in this area. Children can choose resources for themselves and their own play activities.

Relationships are very good and the very kind and caring staff make sure that all children are included in the activities. Health and safety arrangements are good and the environment is a safe place for the children. Supervision and provision for the under three-year-olds is very good, and staff are skilled at responding appropriately to their communications. The school has not yet fully developed the outdoor play area as part of the learning environment which limits their opportunity to explore and be fully creative. There are strong links with parents and carers who confirmed that their children are well cared for. Staff make regular written observations on the children's activities and compile a record of their progress and development. These could now be further developed to better inform the planning and to keep parents and carers well informed and involved in celebrating the small steps of achievement that their children make. The welcoming, attractive rooms, which are well resourced, are conducive to the children's learning. The planned range of activities includes a good balance between those initiated by children and by staff. The Early Years Foundation Stage is well led and managed. There is a common sense of purpose between those working with the children to ensure that all have the opportunity to achieve as well as they can.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ('the Regulations').

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

Main school

- ensure that the teachers plan the learning to meet the needs of pupils of all abilities
- update provision for ICT
- improve marking by giving the pupils constructive comments to help them improve their work.

Early Years Foundation Stage

- further develop the assessment to better inform the planning and involve parents and carers in celebrating the small steps of achievement that their children make
- improve the access to the outdoor learning environment and its facilities so that children can explore and develop creative ideas.

Inspection judgement recording form

outstanding	good	satisfactory	inadequate
-------------	------	--------------	------------

The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
--	--	---	--	--

The quality of the Early Years Foundation Stage provision

How good are the outcomes for children in the EYFS?		✓		
What is the quality of provision in the EYFS?		✓		
How effectively is the EYFS led and managed?		✓		
Overall effectiveness: how well does the school meet the needs of children in the EYFS?		✓		

SCHOOL DETAILS

Name of school	Jamia Al-Hudaa Residential College
DCSF number	892/6012
Unique reference number (URN)	131119
EY URN (for registered childcare only)	EY 287119
Type of school	Muslim day nursery, day primary, day and residential secondary/sixth form college
Status	Independent
Date school opened	October 1996 (11-18) September 2003 (5-11) Nursery 2004 (3 months to 5 years)
Age range of pupils	0-19 years
Gender of pupils	Mixed in the nursery and primary; girls 11-18
Number on roll (full-time pupils)	Boys: 45 Girls: 228 Total: 273
Number on roll (part-time pupils)	Boys: 9 Girls: 10 Total: 19
Number of pupils aged 0–3 in registered childcare provision	Boys: 6 Girls: 7 Total: 13
Number of boarders	Boys: 0 Girls: 133 Total: 133
Number of pupils with a statement of special educational need	Boys: 0 Girls: 0 Total: 0
Annual fees (day pupils)	£1,644 (primary); up to £2,200 for 11–16; up to £1,200 for post-16
Annual fees (childcare)	£1,844–£4,800 Reception £1,844
Annual fees (boarders)	up to £3,200 for 11-16; up to £2,100 for post-16
Address of school	Forest House Berkeley Avenue Mapperley Park Nottingham NG3 5TT
Telephone number	0115 9690 800
Fax number	0115 9690 818
Email address	admin@madnitrust.com
Headteacher	Maha Abu-Taha
Proprietor	Madni Trust
Reporting inspector	Jill Bainton
Dates of inspection	1–2 July 2010