

Hamd House School

The Custard House, 29–43 Blake Lane, Birmingham, West Midlands B9 5QT

Inspection dates

25 September 2018

Overall outcome

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

Main inspection findings

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

Paragraphs 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)

- Leaders successfully and effectively promote pupils' spiritual, moral, social and cultural development throughout the curriculum. Leaders, including the proprietor, actively promote fundamental British values.
- The school places a strong emphasis on teaching pupils about the importance of mutual respect, acceptance and tolerance. Pupils are aware of the need to understand different faiths and points of view, which differ from their own, in order to respect others. Pupils are given opportunities to consider different points of view. For example, key stage 2 pupils wrote about whether the United Kingdom should leave the European Union.
- The school provides a rich breadth of opportunities to broaden pupils' experiences in order to widen learning. Activities include regular trips to enhance the curriculum, such as visits to the theatre and the chance to try new activities such as skiing and rock climbing. Pupils appreciate these learning experiences and recognise how they contribute positively to their personal development.
- Pupils know right from wrong and how British laws are made and enforced. They are helped to develop an understanding of democracy through a range of activities including an elected school council. Pupils report that their views are listened to by leaders and that things change because of their input; for instance, increasing the range of after-school activities such as horse riding.
- Leaders ensure that older pupils have opportunities to take on responsibility; for example, through becoming reading buddies for younger pupils and mediators to solve minor playground disputes.
- Pupils have an age-appropriate understanding of the protected characteristics set out in the Equalities Act 2010.
- All of the standards in this part are met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32(1) and 32(1)(c)

- There is a strong culture of safeguarding within the school. Ensuring that pupils are safe is everyone's top priority. Staff have regular, appropriate child protection and 'Prevent' duty training, and they are clear on how to report any concerns about pupils' welfare. The safeguarding team has recently been expanded and strengthened. All safeguarding processes and procedures are regularly reviewed and, when necessary, leaders make changes to practice to ensure that systems are robust and effective.
- The school's safeguarding policy is up to date and takes into account current government requirements. The school does not have a website, so the policy is not available online. However, the safeguarding policy is available to parents and carers on request, in line with requirements.
- Staff are aware of the safeguarding matters that may impact on pupils, particularly in relation to the local community. The curriculum is adapted to ensure that pupils are taught how to stay safe, for example, when online. Pupils are taught about issues such as radicalisation and extremism to help keep them safe from harm. Pupils said that they feel safe in school and that there are adults they can speak to if they have any concerns. The school has recently increased the level of support available to families through the introduction of weekly pastoral drop-in sessions.
- The school works effectively with external agencies, as and when necessary, including the local authority designated safeguarding officer and the police. Referrals to outside agencies are conducted in a timely manner and leaders ensure that the proper procedures are closely followed. All referral information is kept confidential and is stored in a secure manner.
- All of the standards in this part are met.

Paragraphs 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a) and 16(b)

- The school has appropriate, written behaviour policies for primary and secondary pupils and they are implemented effectively. These set out rewards and sanctions for any incidents or misbehaviour. There is also a suitable anti-bullying policy. Pupils of all ages are clear on the high standards of behaviour expected. Pupils said that bullying rarely happens in school and, if it does, incidents are dealt with quickly by adults.
- Leaders have devised health and safety and risk assessment policies which are fit for purpose. They are implemented effectively. Suitable risk assessments are completed for activities and trips, as required. These are appropriately detailed and contain relevant control measures.
- Pupils are supervised effectively throughout the day. Government requirements relating to fire safety and the administration of first aid are met. Admission and attendance registers are maintained in accordance with regulatory requirements.
- All of the standards in this part are met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4) and 21(6)

- The school undertakes all of the required recruitment and vetting procedures to check on the suitability of the proprietors and members of staff to work with children. All the necessary information is recorded appropriately in the single central record.
- The school's recruitment and vetting processes have been thoroughly scrutinised, both internally and by external agencies. Some aspects relating to pre-employment checks have been strengthened.
- The school does not employ supply staff.
- All of the standards in this part are met.

Part 7. Manner in which complaints are handled

Paragraphs 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii) and 33(k)

- The school's complaints policy is fit for purpose. It sets out clear timescales and explains the informal and formal stages for handling a complaint.
- The policy is made available to parents on request.
- No formal complaints were received by the school during the last academic year.
- All of the standards in this part are met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- Leaders demonstrate a good understanding of the independent school standards. They have taken appropriate action to ensure that these standards are met consistently.
- School leaders have high expectations for all pupils. They show a drive and determination to ensure that pupils are given every opportunity to succeed, both academically and to become confident, self-assured citizens.
- The culture of the school effectively promotes pupils' welfare. This has been further strengthened following a recent review of all relevant safeguarding policies and procedures. Relationships throughout the school are positive and supportive.
- All of the standards in this part are met.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	131687
DfE registration number	330/6097
Inspection number	10061020

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.

Type of school	Muslim faith school
School status	Independent school
Age range of pupils	5 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	260
Proprietor	Hamd House School Limited
Headteacher	Yasmin Ahmad – Primary Haroon Rashid – Secondary
Annual fees (day pupils)	£0 to £12,900
Telephone number	0121 771 3030
Website	Under development
Email address	head@hamdhouse.co.uk
Date of previous standard inspection	6–8 March 2017

Information about this school

- Hamd House School is an independent Muslim day school that provides full-time education for boys and girls aged five to 16 years.
- There has been a significant change since the school was last inspected in March 2017, when the age range was five to 13 years. It is now five to 16 years. The change was granted by the Department for Education in April 2017.
- The school admits pupils from across Birmingham. Although all current pupils are from Muslim families, the school is open to all children.
- The school aims to provide a safe and secure learning environment that upholds the ethos of the Muslim community and aims to integrate its pupils successfully into British society.
- The school is a member of the Association of Muslim Schools, UK.

- The school does not use alternative provision.
- Two pupils are supported by education, health and care plans, funded by Birmingham local authority.
- The proprietor and headteachers have changed since the previous standard inspection. The information held on the government's 'get information about schools' website is no longer accurate. The Department for Education were informed of changes to the proprietor in June 2018; however, these are no longer correct and further changes are now proposed. This new information has not yet been shared with the Department for Education.

Information about this inspection

- This emergency inspection was commissioned by the Department for Education as a result of a complaint relating to safeguarding and the leadership and management of pupils' well-being. The inspection was conducted without notice.
- Inspectors were commissioned to review the extent to which leaders: promote pupils' spiritual, moral, social and cultural development; the welfare, health and safety of pupils, including the effectiveness of safeguarding; the suitability of staff, supply staff and proprietors; the manner in which complaints are handled; and the quality of leadership and management within the school. Inspectors checked that the independent school standards were met in all these aspects of the school's work.
- Inspectors met with the founders of the school, the headteachers of the primary and secondary schools, and other school staff. Inspectors spoke informally to pupils. They met more formally with a group of pupils from key stages 2, 3 and 4.
- Inspectors conducted a learning walk, visiting all classrooms and areas of the school.
- Inspectors reviewed a range of documentation, including: safeguarding policies and related information; the school's single central record and personnel files; behaviour records and documents relating to first aid and fire safety; the quality of risk assessments and curriculum plans; and evidence relating to spiritual, moral, social and cultural development.
- There were insufficient responses to Ofsted's online questionnaire, Parent View, to conduct an analysis. The lead inspector spoke to one parent.

Inspection team

Catherine Crooks, lead inspector

Her Majesty's Inspector

Tim Hill

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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