

Jamia Al-Hudaa Residential College

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

Inspection date

18 June 2019

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(2), 2(2)(a), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(i)

- At the previous inspection, the proprietor had not ensured that the curriculum prepared pupils well enough for the challenges and opportunities of life in British society. Pupils had very little opportunity to contribute to society or interact with the outside world. In particular, leaders' approach to teaching personal, social, health and economic (PSHE) education was ad hoc. Pupils did not have a secure understanding of risk or have frequent opportunities to develop the knowledge, understanding and practical skills they need to live healthily.
- At the previous inspection, there were significant gaps identified in the promotion and development of pupils' imaginative, creative and aesthetic skills. Pupils did not participate fully in cultural activities or use their social skills in different contexts. Pupils had a weak understanding of the protected characteristics, as defined by the Equality Act 2010.
- School leaders have begun to organise educational visits in order for pupils to interact with the outside world and deepen their understanding of British society. However, these visits are limited in number and are restricted to the immediate local area. Pupils told inspectors that they had only visited the local fire station, shops and park this academic year. Pupils said that in the future they are keen to visit a much wider variety of places of interest which are further afield. The lack of planned educational visits to a wide range of places is not preparing pupils sufficiently well for the risks, responsibilities and experiences of life in modern British society.
- Pupils have undertaken learning in such areas as the dangers of social media, illegal drugs and alcohol abuse. However, the PSHE curriculum is not yet planned coherently or thoroughly for each year group. For example, there are not enough opportunities for pupils to learn about the protected characteristics from the 2010 Equality Act. In particular, the different forms that marriage and families can take and the rights of lesbian, gay, bisexual and transgender (LGBT) people are missing from planned topics.
- Pupils are not given frequent enough opportunities to develop knowledge and skills in aesthetic and creative education. Opportunities for pupils to learn art and design and technology skills are infrequent.

- The school does not meet the requirements of all the independent school standards in this part.

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

Paragraph 5, 5(a), 5(b), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi)

- At the previous inspection, pupils did not have a good enough understanding of how to stay safe. This included knowledge of female genital mutilation and how to stay safe when online. Pupils were insufficiently prepared to deal with risk because they had too little opportunity to learn about risk in the world outside the school building. Pupils did not have a broad knowledge of British values or of public institutions and services in England. Pupils did not have a good enough appreciation of respect for other cultures and faiths and understand how they could contribute positively to the lives of those living in the locality and in society more widely.
- School leaders have begun to explore with some pupils the fundamental British values of democracy, tolerance and the rule of law. However, this work is not yet embedded across the school. Due to the lack of a coherent and well-structured spiritual, moral, social and cultural (SMSC) curriculum and a lack of educational visits to different places of worship and places of interest, pupils still have a limited understanding of the public institutions in England and of faiths and cultures different from their own. Pupils do not have a secure enough understanding of the protected characteristics, as set out in the 2010 Equality Act.
- The school does not meet the requirements of all the independent school standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 15

- At the previous inspection, arrangements made to safeguard and promote the welfare of pupils at the school were not sufficient. The arrangements did not have regard to guidance issued by the Secretary of State. This was because the admission and attendance registers were not maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006. School leaders did not make reasonable enquiries to ascertain the whereabouts of any pupils who left the school prior to them being deleted from the school's admission register.
- Leaders have now ensured that the pupil admission registration meets current guidelines. Leaders now keep records that record the checks they make on pupils' whereabouts when they leave the school.
- Despite staff training and a recently introduced system to ensure that daily attendance registers are completed accurately, failings still remain. For example, some days are marked blank in the registers with no explanation given as to why the pupil was absent.
- The school does not meet the requirements of all the independent school standards in this part.

Paragraphs 9, 9(b), 9(c), 11, 13, 15, 16, 16(a), 16(b)

- At the previous inspection, a minority of pupils were displaying some challenging behaviour, such as swearing and hitting others. These pupils were not taught well enough how to manage their behaviour more effectively and there was no record of imposed sanctions kept by school leaders.
- At the previous inspection, leaders were not ensuring that relevant health and safety laws were being followed and that there was an effective implementation of a written health and safety policy. There was no first-aid policy, and first-aid treatment was not administered to pupils in a timely manner. Finally, there was no drawing up and effective implementation of a written risk-assessment policy and appropriate action was not taken to reduce identified risks.
- At the previous inspection, not all staff were recording all safeguarding incidents accurately and following the school's procedures. Leaders had not made certain that all staff were trained in, understood and consistently followed the school's policies on safeguarding.
- School leaders have introduced a new behaviour policy and approach to rewards and sanctions. Despite being in its infancy, pupils told inspectors that it is having an impact and pupils' behaviour is generally good. There is now an appropriate record of sanctions imposed on pupils who have misbehaved.
- School leaders have taken decisive action to remedy the issues regarding pupils' welfare, health and safety. Previously missing policies are now in place and contain relevant information. Staff are implementing the policies effectively. For example, there are now frequent checks made on the building and grounds by the proprietor and the general manager, to identify any risks to pupils' health and safety. Records shows that any identified risks are dealt with promptly.
- Leaders have ensured that all staff have now received appropriate safeguarding training and the school's safeguarding procedures are followed, should there be a welfare concern regarding a pupil. Staff told inspectors that they understand these reporting procedures and what they should do if they are concerned about an adult working at the school.
- The safeguarding policy is available on the school website, meets current guidelines and is available for parents and carers to download. A paper copy is available should this be required.
- The school meets the requirements of these parts of all the independent school standards in this part.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 24(1), 24(1)(b), 25, 28(1)(b)

- At the previous inspection, the school's premises posed a risk to pupils' health, safety and welfare because they were not maintained to a reasonable standard. In particular, standards of hygiene were low. Toilets were found to be dirty, with no soap, hot water, paper towels or sanitary bins. In some, mould and damp were present, ceiling tiles were loose and wall tiles were peeling away. Suitable accommodation for the short-term care of sick or injured pupils, which includes a washing facility and is near to a toilet facility, was not present.

- The proprietor and general manager have acted decisively and ensured that the premises are now maintained to a good standard. The toilet facilities have improved significantly, with refurbishments and decoration having taken place. Toilets around the school were found to have hot water, soap and either hand dryers or paper towels for pupils to dry their hands. There are now two rooms specifically made available for the short-term care of sick or injured pupils. Both of these rooms include a washing facility and are close to a toilet facility.
- Overall, the premises are tidy and well organised. Buildings, corridors and classrooms are now in a good state of repair.
- The school meets the requirements of these parts of all the independent school standards in this part.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- At the previous inspection, the proprietor and senior leaders had not maintained the improvements noted at the earlier inspection from September 2017. For example, leaders did not check that staff carried out their roles effectively and that staff fulfilled their responsibilities to keep pupils safe. The proprietor had not ensured that the premises were maintained to a standard such that, so far as is reasonably practicable/, the health, safety and welfare of pupils were ensured.
- The proprietor has not ensured that he or other senior leaders have a secure understanding of the independent school standards. They have not taken sufficient action to ensure that the school now meets all the standards the previous inspection judged as not met.
- The school does not meet the requirements of all the independent school standards in this part.

Compliance with regulatory requirements

The school does not meet 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, as set out in the annex of this report. 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.

School details

Unique reference number	131119
DfE registration number	892/6012
Inspection number	10108891

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	Other independent school
School status	Independent boarding school
Age range of pupils	11 to 19
Gender of pupils	Girls
Gender of pupils in the sixth form	Girls
Number of pupils on the school roll	168
Of which, number on roll in sixth form	24
Number of part-time pupils	0
Proprietor	The Madni Trust
Chair	Akhtar Ghouri
Headteacher	Maha Abu-Taha
Annual fees (day pupils)	£0–£3,900
Telephone number	0115 969 0800
Website	www.jamiaalhudaa.com
Email address	admin@jamiaalhudaa.com
Date of previous standard inspection	4–6 December 2018

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 boarding education for girls aged 11 to 19 years. The boarding provision is housed within a building attached to the school.

- The school was registered in 1996 and can admit up to 205 pupils. It currently has 168 full-time pupils on roll.
- The school does not use the services of any alternative providers.
- Parents make a contribution the annual fees, according to their ability to pay.
- There is a separate Nursery provision on the school site which was not within the remit of this inspection. This was last inspected in November 2016 and was found to be good.
- The curriculum enables pupils to complete Islamic studies and study national curriculum subjects.
- The school was last inspected in December 2018 and found to be inadequate.
- The school submitted an action plan indicating how leaders would tackle the unmet standards. This plan was rejected by Ofsted in April 2019.

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 with which it was judged not to comply at its previous inspection.
- The inspection was unannounced and was the school's first progress monitoring inspection since the school was judged to be inadequate in December 2018.
- The inspectors held meetings with the proprietor, headteacher, deputy headteacher, general manager, senior members of staff and two teachers.
- Inspectors spoke with pupils informally during break and lunchtime and also observed their behaviour at this time.
- Inspectors examined a range of policies and documents, including those relating to safeguarding, behaviour, attendance, health and safety, and risk assessment.
- Inspectors undertook a tour of the school, to check the school's compliance against Part 5 of the independent school standards.
- The lead inspector checked the school's single central register and the school's system for recruiting staff.

Inspection team

Peter Stonier, lead inspector

Her Majesty's Inspector

Rachel Tordoff

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain unmet at this inspection

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(d) personal, social, health and economic education which–
 - 2(2)(d)(i) reflects the school's aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–
 - 5(a) 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;
 - 5(b) ensures that principles are actively promoted which–
 - 5(b)(iii) 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;
 - 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

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.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13]. (The attendance registers do not meet the standard.)

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 now meets the following requirements of the independent school standards

- 9 The standard in this paragraph is met if the proprietor promotes good behaviour among pupils by ensuring that–
 - 9(b) the policy is implemented effectively; and
 - 9(c) a record is kept of the sanctions imposed on pupils for serious misbehaviour.
- 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.
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first-aid policy.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13]. (The admission register does now meet the standard.)
- 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.
- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that–
 - 23(1)(a) suitable toilet and washing facilities are provided for the sole use of pupils.
- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including–
 - 24(1)(b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.
- 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.
 - 28(1)(b) toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water.

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