

Inspection of Madinatul Uloom Al Islamiya School

Summerfield, Kidderminster, Worcestershire DY10 4BH

Inspection dates:

8–10 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Sixth-form provision

Requires improvement

Overall effectiveness at previous inspection

Inadequate

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

The school aims to provide a 'friendly, caring and motivated environment'. Leaders have successfully achieved this in the school. Pupils speak highly of the care they receive from adults during the school day.

Leaders have addressed previous bullying issues. Pupils spoken to report that they are confident about reporting bullying but say that it rarely happens. Inspectors agree. Pupils are part of a happy and safe school community. We experienced a positive and welcoming atmosphere during the inspection.

Leaders want to equip pupils with the education and skills they need to follow their chosen career paths. But pupils do not achieve as well as they should in some subjects, such as English, science and physical education (PE). Pupils' progress in other subjects, such as mathematics and history, is strong. Over the last year, leaders have improved the quality of education. Pupils now make better progress in all subjects.

Leaders' vision is for pupils to become confident members of British society. Pupils value the opportunity to study both an Islamic curriculum and a secular curriculum. Leaders ensure that these courses complement one another. Pupils' learning and experiences help them to become 'well-rounded individuals'.

What does the school do well and what does it need to do better?

The proprietor and leaders are highly ambitious for all pupils, both academically and socially. Students and pupils experience a rich and broad curriculum. However, in some subjects, pupils do not do as well as they should. For example, in English, science and PE, pupils do not build on their knowledge and skills well enough over time. This is because their learning is not planned in a logical order. In science, the laboratory is yet to be used fully. This means that pupils have limited experiences of practical science.

In other subjects, pupils regularly build on what they already know and can do. This enables them to develop their knowledge and understanding. For example, in history, pupils learn about who the Normans were, where they came from and how they successfully invaded Britain. They then learn about how the Normans changed Britain and why their castles were built in a particular way. Teachers also give pupils opportunities to express their opinions about who might win a battle and why. Extra-curricular activities, such as a visit to Warwick Castle, support this learning. Pupils' historical knowledge and skills are developed very well over time.

Some teachers identify gaps in pupils' learning quickly. These teachers then make sure that they target their teaching to help pupils close these gaps. This helps pupils to successfully know more about the subject. However, a few teachers are new to their roles and still need support to develop their teaching skills.

Students in the sixth form can follow a range of academic and vocational courses, for example child care and business administration. Students make particularly strong progress in vocational subjects. This enables them to pursue a career path of their choice. Previously, A-level options were limited so leaders have recently introduced additional courses. Students can now study A-level mathematics and BTEC National Diploma in information and communication technology.

Leaders provide students with opportunities to gain additional experiences to support their studies. For example, pupils have supplemented their studies by shadowing an optometrist and attending training in flight simulators. This helps to prepare students well for the courses they choose to follow after leaving the school.

Students and pupils receive high-quality careers guidance. They receive personal guidance from school leaders and independent guidance from external advisers. Students and pupils also take part in work placements, both within the school and in the community. This helps them to successfully find future employment and training when they leave the school.

Pupils take their faith studies seriously. They work hard to deepen their understanding of Islam and to memorise the Koran. Leaders and pupils place equal emphasis on both the faith and the secular programmes taught in the school. Pupils appreciate how their studies link together to help prepare them for future success when they leave school. The British values policy makes the strong links between the Islamic faith and its support for British values clear. For example, the policy states: 'The directive to obey the rule of law extends to each and every Muslim... In Islam, no one is above the law.' This policy is successfully implemented, and pupils understand that they must live and abide by British laws.

The citizenship and personal, social, health and economic education courses help pupils to develop a strong appreciation of life in modern Britain. Leaders go to great lengths to ensure that pupils have a deep understanding of all the protected characteristics. For example, pupils respect and understand the rights of people who are lesbian, gay, bisexual or transgender. Pupils learn about a range of different faiths. They respect and appreciate the similarities and differences of different faiths.

Leaders provide pupils with a range of trips and visits to support their learning and to develop their appreciation of the arts. For example, pupils visited the theatre to see a performance of 'Macbeth' to support their study of this play in English lessons. Weekend activities include archery and martial arts courses, which support pupils' personal development, but pupils do not have enough after-school clubs. Leaders know that pupils would like to take part in a wider range of clubs.

Leaders' actions to protect pupils from bullying have been very successful. They have detailed systems in place to record any concerns pupils may have. Leaders follow up any concerns quickly. Pupils spoken to feel safe in school and say that all staff care and support them, especially if they have concerns about bullying. Pupils say that they really enjoy their education and show a strong determination to study hard and achieve well. Learning is very rarely disrupted by inappropriate behaviour.

The curriculum leader has had some success in developing the curriculum. However, there are currently no other subject leaders. Subject support teachers have helped to improve the curriculum plans. This means that knowledge and skills in different subjects are taught in a more logical order. Leaders are developing subject support teachers' leadership skills. This is to help them check on how well curriculum plans are being delivered. This work is at an early stage of development.

Leaders support staff well. Staff receive help and guidance to improve their practice. Leaders provide new staff with additional training where needed. This is helping to improve the quality of education overall. Staff value the care and support leaders provide.

The board of trustees contributes well to school improvement. The trustees have a detailed understanding of the school's performance. They know where the school's strengths are, but also where improvements need to be made. They make sure that leaders' actions are improving the school. The trustees have provided school leaders with support to improve their leadership skills. This work has been successful. School leaders and the trustees demonstrate the capacity to support further improvement.

Leaders ensure that the school meets the requirements of schedule 10 of the Equality Act 2010. For example, the courses pupils and students follow are adapted to meet their needs and abilities. Leaders also ensure that the independent school standards are now met consistently. Their actions to ensure that the anti-bullying policy is implemented have been extremely successful.

Safeguarding

The arrangements for safeguarding in the educational provision are effective.

Leaders check staff's and adults' suitability to work with children and young people. The school's safeguarding procedures keep pupils as safe as possible. Leaders check pupils' use of computers very carefully. They respond to reported concerns in the school quickly and effectively.

Pupils learn how to keep themselves safe. Consequently, they have a strong understanding of how to stay safe in a range of different situations. This includes when they are in and outside school. Pupils say that staff listen to their concerns and provide them with help and support when needed.

The school's safeguarding policy is comprehensive. Leaders have ensured that it meets the specific needs of the school. It considers current government guidance. The policy is made available to parents and carers on request.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders have ensured that curriculum plans and schemes of work are in place for all subjects. Pupils study a wide range of subjects, which gives them experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. However, in some subjects, the plans do not outline well enough how pupils' knowledge and skills will develop from one year to the next. Curriculum plans and schemes of work should enable pupils to build on what they already know and can do to deepen their understanding in every subject.
- Leaders know where the strengths in teaching are. They also know where further support and guidance are required to ensure that all staff are highly effective in their roles. Leaders should continue to provide support and development to staff to ensure that all teaching is highly effective and helps pupils to make strong progress in all subjects.
- The curriculum leader has successfully improved aspects of the curriculum. Subject support teachers are involved in developing and improving curriculum plans. However, these support teachers require further support to help them to check how well the plans are being implemented. This will enable them to identify what actions they need to take to further improve the quality of education.
- Leaders have developed the range of qualifications students can study in the sixth form. The qualifications enable students to follow their chosen career paths. Leaders should continue to review the range of A levels offered to ensure that students can access a wide range of chosen further education courses in the future.
- Leaders have developed the range of extra-curricular activities to support pupils' learning. They should continue to develop this work to enable pupils to further broaden their experiences outside their academic studies.

The school's progress in meeting failed standards

School leaders have acted to address the previously unmet standard relating to bullying. They make sure that pupils are protected from bullying. They educate pupils about bullying and ensure that pupils can share any worries or concerns with school staff. The independent school standard 10 is now met.

School leaders have improved health and safety procedures. The school buildings (other than the boarding accommodation) have undergone some considerable improvements. They are now maintained well. This means that pupils are safe when attending school. The independent school standards 22 and 25 are now met.

Leaders have successfully tackled the unmet standards from the previous inspection. They have built upon the improvements noted in the last progress monitoring

inspection in January 2019. Leaders have demonstrated that they have the skills to meet the independent school standards consistently. The independent school standard 34 is now met.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	117044
DfE registration number	885/6031
Local authority	Worcestershire
Inspection number	10112490
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	211
Of which, number on roll in the sixth form	29
Number of part-time pupils	None
Proprietor	Board of trustees
Chair	Maksud Gangat
Headteacher	Abdullah Memi
Annual fees (day pupils)	£1,700
Annual (boarders)	£3,000
Telephone number	01562 66894
Website	None
Email address	headteacher@madinatul-uloom.org
Date of previous inspection	6–8 February 2018

Information about this school

- The last full standard inspection was in February 2018. A school and residential emergency inspection was completed in January 2019. At that inspection, the school did not meet all of the independent school standards (paragraphs 10 and 34) that were checked. In addition, the residential provision did not meet all of the national minimum standards (NMS 4.1 and 12.1) that were checked.

- The school is an independent boarding and day school for Muslim pupils and students aged 11 to 28. The vast majority of pupils are boarders.
- Pupils undertake Islamic studies during most of the morning, followed by a secular curriculum in the late morning and afternoon. The school has a Muslim ethos.
- The school and boarding provision are situated in the grounds of a former teacher training college on the outskirts of Kidderminster in Worcestershire.
- The school does not use any alternative providers.
- There are no pupils with special educational needs and/or disabilities.

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school. At the request of the Department for Education, a progress monitoring inspection was conducted as part of this inspection.

The school meets the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- This inspection took place at the same time as the social care inspection of the boarding accommodation. Social care regulatory inspectors inspected the boarding provision to establish if the National Minimum Standards (NMS) are met. Social care regulatory inspectors found that NMS 5.1, 5.4, 7.1, 11.1 and 13.4 were not met and their overall judgement was inadequate. NMS 5.1 and 5.4 relate to the organisation and maintenance of the boarding accommodation. NMS 7.1 relates to issues with fire doors in pupils' bedrooms. NMS 11.1 relates to staff not following the safeguarding policy. No similar issues relating to fire safety or ineffective safeguarding were found in the school provision. However, inspectors note that the boarding provision and the school are under the same leadership and management.
- During the inspection, we checked whether the school now meets the standards that it was judged to have failed at a previous inspection. The outcome of this part of the inspection is that the school does meet all of the independent school standards that were checked during this inspection.
- Inspectors visited lessons in all year groups, including the sixth form. Senior leaders accompanied inspectors during some of the lesson visits.
- Inspectors met formally with groups of pupils, sixth-form students, the curriculum leader and staff to talk about the quality of education and safeguarding at the school. Inspectors also spoke to pupils, students and staff during lesson visits and at breaktimes and lunchtimes. The lead inspector met with the headteacher and the designated safeguarding leads. Inspectors met with staff with responsibilities for leading behaviour, careers information and guidance, attendance and spiritual,

moral, social and cultural education.

- Inspectors talked to pupils about their learning and activities at school. They looked at their work in a range of subjects to see how well the curriculum was applied.
- The lead inspector met with two members of the board of trustees.
- Inspectors reviewed a range of documentation provided by the school. They looked at school policies, curriculum documents, documents relating to health and safety, safeguarding information, including the checks that leaders make on staff prior to employment, and published information about pupils' performance.
- The lead inspector spoke to a parent via a telephone call. There were no responses to Parent View and no free-text responses.
- There were no responses to Ofsted's staff or pupil questionnaires.
- Inspectors met with a group of staff to discuss their views about the school.
- Inspectors focused on English, mathematics, history and citizenship as part of this inspection. They also looked at science and PE on the third day of the inspection.
- Inspectors visited the Islamic studies. The leader of Islamic studies accompanied them.
- An interpreter accompanied inspectors on the second day of the inspection. He clarified what was taught in Islamic studies.

Inspection team

Ann Pritchard, lead inspector

Her Majesty's Inspector

Mary Maybank

Ofsted Inspector

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