

# The British Muslim School

Latifah Fultali Complex, Lodge Road, West Bromwich, West Midlands B70 8NX

## Inspection date

19 May 2021

<b>Overall outcome</b>	<b>The school does not meet all of the independent school standards that were checked during this inspection</b>
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Boarding provision outcome

**The school does not meet all of the national minimum standards that were checked during this inspection**

## Main inspection findings

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

*Paragraph 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), 5(d)(iii)*

- This inspection was commissioned by the Department for Education (DfE) because of a serious safeguarding complaint. One of the DfE's concerns was about the school's provision for pupils' spiritual, moral, social and cultural (SMSC) development.
- Leaders have ensured that there is an appropriate, up-to-date SMSC policy, with accompanying plans that show how pupils' SMSC understanding will be developed. The plans set out how all aspects of fundamental British values will be promoted for every year group.
- Pupils at the school experience democracy in practice in different ways. At the beginning of the school year, pupils take part in a democratic process to elect school council representatives and prefects. Pupils also take part in UK Parliament Week to strengthen their understanding of democracy and the rule of law.
- Planned teaching and learning activities help to complement pupils' understanding of different cultures and religions. Pupils learn about the range of protected characteristics set out in the Equality Act 2010. The school's recently updated relationships and sex education policy is based on the Islamic principles of *haya* and *adab* (modesty and good manners respectively). It takes account of all the protected characteristics.
- Pupils talked to inspectors sensibly and thoughtfully about the need to respect other people's views and lifestyle choices, even if they were not the same as theirs. Pupils knew about the importance of tolerance, even if they had been on the receiving end of intolerant behaviour in the wider community because of their faith.

- During the pandemic, pupils have had limited opportunities to engage with the local community. However, they recently celebrated the opening of their new prayer room, with a small audience of socially distanced external guests. Pupils have continued to raise funds for vulnerable children in Bangladesh, and are planning an event later this year to climb Mount Snowdon to raise money for charity.
- These standards continue to be met.

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

#### *Paragraph 7, 7(a), 7(b), 9, 9(a), 9(b), 9(c), 14 and 32(1)(c) (Part 6)*

- The DfE also had concerns about how well pupils were kept safe in the day school and in the boarding provision. The school has an up-to-date safeguarding policy that takes account of the most recent government guidance set out in 'Keeping children safe in education'. Leaders had not uploaded the most recent safeguarding policy to the school's website, but rectified this quickly during the inspection.
- The school's safeguarding policy is comprehensive. It makes explicit reference to the school's approach to addressing extremism and radicalisation. Staff receive regular safeguarding training. Staff have been trained in the 'Prevent' duty and refresher training has been arranged for later this term. New staff members receive a comprehensive training package in all aspects of safeguarding.
- Senior safeguarding leaders are clear about the procedures they need to follow in the case of serious incidents, both in the school and in the boarding provision. Inspectors were able to see incident records, and how issues were followed up appropriately with a range of external agencies.
- The behaviour policy sets out the school's principles of honesty, respect for others, self-respect and consideration. It explains the range of sanctions and rewards that are used in the school. Inspectors sampled a number of behaviour records, and the school's policy reflected the practice seen. Pupils are encouraged to reflect on any incidents of poor behaviour and may write a letter as a form of reparation.
- Pupils behave well in lessons and when moving around the school building. Their respect for adults is evident. Pupils are polite and will hold doors open for others. Pupils with whom the inspectors spoke did not feel that poor behaviour was an issue at the school, and inspectors concurred with this. Pupils know that if there is any poor behaviour, there will be a consequence, such as a detention or missing a breaktime.
- Pupils are well supervised throughout their time in school, with appropriate staffing ratios. Pupils told inspectors that they are happy at school and feel safe. They also knew that they could speak to either a member of staff or a prefect if they had any worries.
- These standards continue to be met.

#### *Paragraphs 8, 8(a), 8(b)*

- The proprietor has not checked that the furniture in the boarding provision is of a suitable standard, specifically the condition of some beds and mattresses. As a result, one of the national minimum standards for boarding schools is not met.

- These standards, which were previously met, are now unmet.

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

### *Paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- Leaders have a clear understanding of their responsibilities and the importance of safeguarding pupils. Inspectors found no evidence to substantiate the complaint made against the school. Leaders told inspectors that they are having to deal with increasing numbers of malicious complaints or comments on social media. Despite this, leaders are focused on improving the school to ensure that pupils receive an effective education.
- During the first lockdown, staff undertook additional training in safeguarding and mental health, to ensure that pupils get the right support for their health and well-being.
- While the proprietor and leaders have ensured that most of the independent school standards that were checked continue to be met consistently in the school, oversight of the boarding provision has slipped. As a result, some of the national minimum standards for boarding schools are not met.
- Because the proprietor has not ensured that all of the standards relating to the boarding provision are met, the standards in this part are no longer met.

## Boarding provision

### The overall experience and progress of children

#### *Taking into account how well children are helped and protected and the effectiveness of leaders and managers*

- Leaders and staff have created a positive environment for boarders that keeps them safe. Boarders told inspectors that they feel safe in the boarding provision and are well supervised. Inspectors agree. Boarders behave well in the provision, and there is a culture of mutual respect. Boarders know that there is always someone that they can talk to if they have any worries.
- Owing to the COVID-19 (coronavirus) pandemic, boarders have only recently returned to the school. The proprietor's and leaders' monitoring and oversight of the provision have slipped, and as a result, some of the bedroom furniture is not of a suitable standard. Leaders plan to rectify this as soon as possible.

## The national minimum standards that were assessed during this inspection

### *Standard 5*

- This standard was not originally in the scope of the inspection.
- During a tour of the boarding facilities, inspectors noticed that some of the boarders' beds were either damaged or had mattresses that required replacing. Boarding leaders have not checked well enough that the boarders' living environment is suitable.

- This standard, met at the previous inspection, is now not met.

#### *Standard 11.1*

- Arrangements to safeguard and promote the welfare of boarders are in line with the school's safeguarding policy and are effective. Boarding staff are trained in all safeguarding matters and know how to respond should any concerns be raised about a boarder's welfare or safety.

- This standard is met.

#### *Standards 12.1, 12.2*

- Boarders' behaviour is consistently positive. Staff have not needed to use any physical restraint to keep boarders safe. If boarders' behaviour slips, staff use the behaviour management strategies set out in the behaviour policy. These are based on restorative practice, as well as the withdrawal of privileges. As a result, boarders are able to understand the effect of their behaviour on others.

- These standards are met.

#### *Standards 13.2, 13.3, 13.5, 13.6, 13.7, 13.8, 13.9*

- Leaders have ensured that there are strong links between the school and boarding provision to ensure a consistency of approach to safeguarding. Boarding staff are adequately trained and have a good understanding of their role.

- Boarders' well-being is actively promoted. Boarders told inspectors that it is fun in the boarding provision.

- These standards are met.

#### *Standards 13.1, 13.4*

- Leaders of the boarding provision have not kept a close enough check on the quality of the furniture in the sleeping accommodation. They have not taken suitable steps to address this. As a result, there is a breach of one of the national minimum standards for boarding.

- Leaders have not taken sufficient action to monitor the boarding provision and ensure that all the standards are therefore being met consistently.

- These standards remain unmet.

#### *Standards 15.3, 15.4, 15.5, 15.6, 15.7*

- Leaders have made sure that boarders are suitably supervised by trained staff in the provision and when out in the community engaging in other activities.

- There is at least one member of staff sleeping in each boarding house at night.

- Staff understand their responsibilities. They know any actions they need to take should a boarder go missing, including working with external agencies such as the police, if necessary.

- These standards are met.

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

The school does not meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards'), the national minimum standards for boarding schools and associated requirements that were checked during this inspection, as set out in the annex of this report. Not all of the standards and associated requirements were checked during this inspection.

## School details

Unique reference number	135792
Social care unique reference number	1267532
DfE registration number	333/6005
Inspection number	10189790

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 status	Independent boarding school
Age range of pupils	11 to 16
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	64
Number of part-time pupils	0
Number of boarders on roll	40
Proprietor	Latifah Fultali Complex
Chair	Mohammed Misbhaur Rahman
Headteacher	Muhammad Kadir Al Hasan
Annual fees (day pupils)	£2,600
Annual fees (boarders)	£3,800
Telephone number	0121 516 2264
Website	<a href="http://www.thebritishmuslimschool.co.uk">www.thebritishmuslimschool.co.uk</a>
Email address	<a href="mailto:info@thebritishmuslimschool.co.uk">info@thebritishmuslimschool.co.uk</a>
Date of previous standard inspection	28–30 January 2020

### **Information about this school**

- The school is a member of the Association of Muslim Schools UK.
- The school does not use any alternative provision.
- Information about the proprietor is missing from the DfE's 'Get information about schools'.
- The school received its last standard inspection in January 2020, where it was judged to require improvement.

## Information about this inspection

- The inspection was commissioned by the DfE due to a serious safeguarding complaint made about the school. The inspection was conducted with 10 minutes' prior notice to enable inspectors and leaders to agree ways of working that were COVID-19 safe.
- The inspection focused on: how well pupils are safeguarded and supervised in school and in the boarding provision; pupils' behaviour; and the school's work to promote pupils' spiritual, moral, social and cultural development. Inspectors checked to see whether the relevant independent school standards and national minimum standards for boarding schools were met.
- The inspectors met with senior leaders, toured the school and the boarding provision, talked with some staff and pupils, and scrutinised a range of documents, training records and policies. The lead inspector talked to the proprietor via telephone. These activities enabled inspectors to check compliance with the independent school standards and the national minimum standards for boarding schools.
- There were no responses to the online questionnaire, Ofsted Parent View.

## Inspection team

Deb Jenkins, lead inspector	Her Majesty's Inspector
Dave Carrigan	Social Care Inspector
Louise Battersby	Social Care Inspector



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

### **The school does not meet the following independent school standards**

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

- 8 Where section 87(1) of the 1989 Act[11] 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.

#### **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 does not meet the following national minimum standards for boarding schools**

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

- The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school and takes appropriate action where necessary. (NMS 13.1)
- The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met. (NMS 13.4)

*Standards that were met at the previous inspection, but are now judged to not be met at this inspection*

- Boarding houses and other accommodation provided for boarders is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any boarders with restricted mobility. (NMS 5.4)

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