

# Jamia Al-Hudaa (Muslim School - Girls)

Board of Trustees of Madni Trust

Jamia Al Hudaa, Forest House, Berkeley Avenue, Nottingham NG3 5TT

Inspected under the social care common inspection framework

## Information about this boarding school

The Jamia Al-Hudaa school is an independent Islamic institution with boarding provision for girls aged 11 to 19 years. The school is managed by the Madni Trust and provides education in Islamic sciences alongside the national curriculum. There are 147 girls who board at the school. Boarding pupils are mainly from the United Kingdom and Europe. Boarding accommodation is located within the main building and is situated on two floors. The school is in a residential area of Mapperley Park, Nottingham.

Due to COVID-19 (coronavirus), at the request of the Secretary of state, we suspended all routine inspections of social care providers on 17 March 2020.

### Inspection dates: 25 to 27 May 2021

**Overall experiences and progress of boarders and young people, taking into account**                      **good**

How well boarders and young people are helped and protected                      good

The effectiveness of leaders and managers                      good

The boarding school provides effective services that meet the requirements for good.

**Overall judgement at last inspection:** requires improvement to be good

**Date of last inspection:** 19 June 2018

## Inspection judgements

### **Overall experiences and progress of boarders and young people: good**

The boarding provision is highly commended by both parents and boarders. Boarding provision has a positive impact on the development and progress of children.

Boarders are valued and their needs are promoted. This is demonstrated in the way that staff meet children's pastoral, health, education, and social needs. A particular strength has been the support provided to boarders throughout the pandemic. This is especially evident for boarders who have experienced family bereavements.

The relationships between boarders and supervisors supports boarders to settle and make progress. The supervisors are cohesive and consistent. They understand the needs of the boarders because they are well trained and have previously been educated and boarded at the school.

Managers proactively seek the views of boarders. One boarder said: 'Supervisors ask every day if we want anything changing. They say that if it needs fixing, it'll get fixed.' This enhances the quality of boarding life.

Routines in the boarding provision provide consistency and stability. Boarders benefit from set times for meals, prayer, homework, showers, chores, and bedtimes. Stable, healthy routines mean that boarders are prepared and refreshed at the start of each school day.

The welfare and health plans for boarders are generally of a good standard. However, information contained in these plans is not always consistent or comprehensive.

There has been an impact on the range of activities available for boarders during the pandemic. A programme of creative external activities and trips had to be postponed. Staff have worked hard to keep boarders engaged and occupied. The government lifting of restrictions now means boarders can experience the local and wider community. However, plans are not yet in place to facilitate such activities.

### **How well boarders and young people are helped and protected: good**

The management of COVID-19 safety plans has been good. Boarders have been well educated on the risks of COVID-19. This means that they understand risks and maintain strict measures to prevent potential transmission.

Behaviour management is excellent. Boarders enjoy a largely harmonious boarding experience. When boarders have concerns, staff help them to resolve issues. They report no bullying and say they feel very safe.

The designated safeguarding lead ensures a strong safeguarding culture. She is experienced and properly trained to support the staff and boarders. She has effective links with local authority designated officers.

Any potential safeguarding concerns are promptly reported to the police or safeguarding agencies. Staff have a good understanding of their safeguarding responsibilities and share all relevant information as required.

Strong governance ensures safeguarding practice is monitored, reviewed and updated. The designated safeguarding governor reviews safeguarding incidents and outcomes. This analysis ensures that trends and patterns of behaviours are identified and investigated.

All staff have regular safeguarding training. This means that they have the knowledge to respond to a diverse range of safeguarding issues. Boarding staff have excellent knowledge about individual boarders. This enables them to identify and respond to any changes in behaviours.

The boarding and school accommodation is generally well maintained. Staff undertake routine health and safety checks. These checks could be more thorough to ensure prompt remedial work is undertaken.

### **The effectiveness of leaders and managers: good**

Senior leaders ensure that the boarding experience is an integral part of school life. They have high expectations of the staff team and of the boarders. They strive to help boarders achieve their potential.

The leadership team has addressed the recommendations from the last inspection. It is committed to continually raising standards.

A central ethos of this provision is the promotion of diversity and respect for other cultures. Boarders debate and learn about global issues. For example, they have a clear understanding of the Black Lives Matters movement.

Managers maintain positive relationships with parents. Parents feel confident about leaving their boarders in the care of the school.

Managers advocate on behalf of boarders. They challenge other agencies appropriately if boarders are not provided with the help and support that they require. They strive to ensure all boarders enjoy the best possible care and support.

Boarding staff benefit from an extensive programme of training. This includes the effective use of online training. Staff feel well supported. However, boarding staff do not receive regular formal reviews of their professional practice. This reduces opportunities to improve and develop their practice.

The operation of the residential provision is consistent with the aims of the statement of boarding principles. Additionally, revised policies and procedures show compliance with current legislation and guidance.

## **What does the boarding school need to do to improve? Compliance with the national minimum standards for boarding schools**

The school does not meet the following national minimum standard(s) for boarding schools:

- Any staff member or volunteer employed or volunteering in a position working with boarders receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding. (NMS 15.1)

### **Recommendations**

- Welfare plans could be strengthened by ensuring reviewed plans provide consistent information throughout, and that side effects of prescribed medication are listed to ensure staff are aware of potential concerns that may be linked to the medication. (Linked to NMS 13.8)
- Review the activity strategy in line with government lifting of restrictions to enable children to experience the local and wider community. (Linked to NMS 10.4)
- Daily health and safety checks should be more thorough. (Linked to NMS 5.4)

### **Information about this inspection**

Inspectors have looked closely at the experiences and progress of boarders and young people using the 'Social care common inspection framework'. This inspection was carried out under the Boarders Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

## **Boarding school details**

**Social care unique reference number:** SC002270

**Headteacher/teacher in charge:** Raza Ulhaq

**Type of school:** Boarding school

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## **Inspectors**

Amanda Ellis, Social Care Inspector (lead)

Catherine Honey, Social Care Inspector

Joanne Vyas, Social Care Inspector

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