

# Madinatul Uloom Al Islamiya School

Heath Lane, Summerfield, Kidderminster, Worcestershire DY10 4BS

## Inspection date

6 July 2021

### Overall outcome

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

Boarding provision outcome

**The school meets all of the national minimum standards that were checked during this inspection**

## Main inspection findings

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

*Paragraphs 7, 7(a), 7(b), 8, 8(a), 8(b), 14 and 32(1)(c) (of Part 6. Provision of information)*

- The school's safeguarding policy takes account of recent government guidance. The school does not have a website, so a paper copy of the policy is made available to parents and carers on request.
- The designated safeguarding lead (DSL) has completed suitable training in relation to this role. They are part of the local authority's DSL network support group. This helps them to keep up to date with relevant guidance and changes relating to safeguarding. Staff undertake safeguarding training at the start of every academic year. The training focuses on noticing signs and symptoms of abuse and dealing with disclosures from pupils. Updates to government guidance and the school's safeguarding policy are also covered at this time. Training linked to other safeguarding issues, such as mental health, is delivered when required. Recently, a member of staff attended training linked to self-harm, which they had shared with other staff members in a training session.
- Leaders and staff demonstrate the necessary knowledge and understanding to make sure that pupils are kept as safe as possible throughout the school day and beyond. Leaders display a secure understanding of how to protect pupils from harm. Staff complete 'student concern sheets' if they are worried about a pupil. These concerns are dealt with by the pastoral team, which liaises with the safeguarding team.
- Pupils say that they feel safe in school. They say that this is because the staff look after them and the site is secure. Pupils say that they have a trusted member of staff to speak to if they have a concern or a worry.

- Leaders provide lots of examples of how the school's curriculum promotes safeguarding. This includes active citizenship, personal well-being and online safety. Pupils speak confidently about how they learn to keep themselves safe in citizenship and computing lessons.
- Leaders have put key staff and clear systems in place to ensure that pupils' medical needs are met consistently. Records are detailed and updated regularly by staff. Any accidents and subsequent treatments are well recorded.
- Leaders and staff in the school ensure that pupils are well supervised at all times.
- The proprietor body has ensured that these standards are met.

*Paragraphs 9, 9(a), 9(b), 9(c) and 10*

- The school's behaviour policy outlines clear expectations of pupils' behaviour, including expected conduct when pupils are outside school. Appropriate rewards and sanctions are listed. Pupils can earn merits, as well as other rewards, for both academic excellence and service to the school. The policy clearly explains the consequences for breaking the school rules. Sanctions are proportionate and graduated.
- There is a calm atmosphere around the school. Pupils walk around the building and school grounds sensibly. During breaktimes and lunchtimes, pupils enjoy sitting in groups chatting with their friends. Pupils say that behaviour in lessons and around the school is good. Inspectors agree.
- Leaders record any incidents of inappropriate behaviour. Incidents are graded from one to five, based on their level of seriousness. Leaders discuss these incidents at the fortnightly pastoral team meetings, and take remedial action when required. Leaders respond to any serious breaches of the behaviour policy immediately in an appropriate manner. Leaders analyse behaviour logs to identify trends, and use this information to limit the chance of future incidents happening.
- Leaders have produced a clear anti-bullying policy. The policy aims to prevent bullying from happening in the first instance. Leaders provide staff with clear guidance on how to deal with incidents of bullying. Owing to clear messages and reminders given in lessons and assemblies, pupils are very knowledgeable about the definition and types of bullying. Pupils explain articulately how bullying is rooted in an imbalance of power. They say that bullying is rare and that it is dealt with straightaway. Leaders believe that pupils trust staff and will ask for help if they have any worries. Pupils echo this sentiment.
- The proprietor body has ensured that these standards are met.

*Paragraph 16*

- The school's risk assessment policy clearly sets out the measures to minimise risk in a range of contexts. Risk assessments linked to different aspects of school life are clear, easy to follow and fit for purpose. They attempt to keep pupils as safe as possible.
- The proprietor body has ensured that this standard is 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(2)(f), 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), 21(6), 21(7), 21(7)(a) and 21(7)(b)*

- The school has appropriate recruitment procedures in place. This includes obtaining references prior to interview. All the necessary pre-employment checks are made.
- An inspector scrutinised a printed version of the single central record (SCR), which is stored centrally in an electronic format. The SCR contains the full range of pre-employment checks. The SCR is updated as new members of staff are recruited.
- The proprietor body has ensured that these standards 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, with the support of the board of trustees, are constantly seeking to improve the work and performance of the school. They have a clear understanding of the independent school standards that were checked during the inspection and ensure that these are met consistently over time. The board of trustees supports, monitors and holds school leaders to account for the quality of education and provision within the school. Actions requested by the board of trustees have prompted further improvements in the school.
- Leaders have put policies and procedures in place to ensure that safeguarding and the welfare of pupils are an ongoing priority. The DSL works closely with Worcestershire local authority. Leaders and staff have attended training that supports them in their respective roles. The well-being of pupils is promoted through the curriculum and all aspects of school life. Pupils speak positively about the support and help they get from staff within the school.
- Staff speak very positively about the support they get from leaders. They say that leaders are approachable, available and supportive. Staff have met with members of the board of trustees in the past.
- The proprietor body has ensured that these standards are met.

#### Schedule 10 of the Equality Act 2010

- Leaders have ensured that they have a suitable accessibility plan in place that meets the requirements of Schedule 10 of the Equality Act 2010. The plan contains relevant actions to increase access to the curriculum and to improve access to the physical environment. The plan is monitored every three years.

## 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. Complaints raised are responded to well. Good behaviour management systems encourage pupils to behave well and respect others.
- The boarding staff team works collaboratively to provide consistency and stability. There are clear responsibilities and accountabilities, and the staff team has a sense of shared ownership about its practice.
- Managers monitor the quality of care provided. Areas for improvement are identified. These are reported in a way that helps to evaluate the effectiveness of the boarding and welfare provision. Leaders are keen to explore new ways to further improve the service.

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

#### *Standard 11.1 – child protection*

- Arrangements to safeguard and promote the welfare of boarders are effective. They are in line with the school's safeguarding policy. 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.
- The proprietor body has ensured that this standard is met.

#### *Standard 12.1 and 12.2 – promoting positive behaviour and relationships*

- Boarders' behaviour is consistently positive. Staff have not needed to use physical restraint to keep boarders safe. If boarders display negative behaviour, 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 understand the effect of their behaviour on others.
- The proprietor body has ensured that these standards are met.

#### *Standard 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7, 13.8 and 13.9 – management and development of boarding*

- Leaders have ensured that there are strong links between the school and the boarding provision to ensure a consistency of approach to safeguarding. Boarding staff are adequately trained and have a good understanding of their role.
- Leaders have taken sufficient action to monitor the boarding provision and ensure that all the standards are being met consistently.
- Boarders' well-being is actively promoted. Boarders told inspectors that they enjoy living in the boarding provision.
- The proprietor body has ensured that this standard is met.

*Standard 17.1 – securing boarders’ views*

- Boarders benefit from a supportive structure that consults them on matters concerning their own lives, their progress and their future. The school also proactively collects boarders’ views and involves them in matters affecting the operation of the boarding houses and the school.
- The proprietor body has ensured that this standard is met.

*Standard 18.1 and 18.2 – complaints*

- Boarders are confident about the school’s ability to resolve their concerns or complaints. Many state that they can talk to staff of their choosing if they have a concern.
- Leaders’ record of complaints identifies those complaints relating to boarding provision and details what action has been taken by the school.
- The proprietor body has ensured that these standards are met.

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

The school meets 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. Not all of the standards and associated requirements were checked during this inspection.

## School details

Unique reference number	117044
Social care unique reference number	SC043039
DfE registration number	885/6031
Inspection number	10198841

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 residential 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 28
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	202
Of which, number on roll in sixth form	21
Number of part-time pupils	0
Number of boarders on roll	177
Proprietor	Madinatul Uloom Al Islamiya Board of trustees
Chair	Maksud Gangat
Headteacher	Abdullah Memi
Annual fees (day pupils)	£1,700
Annual fees (boarders)	£3,000
Telephone number	01562 66894
Website	None
Email address	<a href="mailto:headteacher@madinatul-uloom.org">headteacher@madinatul-uloom.org</a>

Date of previous standard inspection

8–10 October 2019

### **Information about this school**

- The school is an independent boarding and day school for Muslim pupils and students aged 11 to 28. The majority of pupils are boarders.
- There are 177 pupils on roll in the boarding provision.
- The boarding accommodation was previously inspected as part of the full standard inspection in October 2019.
- Pupils undertake Islamic studies during most of the morning, followed by a secular curriculum in the late morning and afternoon. The school has an Islamic ethos.
- The school and the 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 provision.



## Information about this inspection

- This emergency inspection was conducted at the request of the Department for Education (DfE) as a result of complaints relating to safeguarding and pupils' welfare. This inspection was conducted with no notice.
- Inspectors held meetings with the headteacher, the school coordinator, the behaviour leader, the DSL and other leaders.
- The lead inspector spoke with the chair of the board of trustees via a telephone call.
- Inspectors spoke with four groups of pupils about their experiences in school and in the boarding provision. They observed pupils' behaviour in less structured times, including lunchtime.
- An inspector spoke with a representative of the local authority via a telephone call.
- Inspectors examined a range of policies and documents relating to behaviour, anti-bullying, and health and safety. Documents relating to safeguarding were also checked, including the checks that leaders make prior to employment on staff's suitability to work with children.
- Inspectors spoke with two groups of staff to gather their views about the school.

## Inspection team

Wayne Simner, lead inspector	Her Majesty's Inspector
Dave Carrigan	Social Care Regulatory Inspector
Louise Battersby	Social Care Regulatory Inspector

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