

Education and boarding inspection summary for The British Muslim School

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

Inspection dates: 24 to 26 May 2022

Outcome

The education overall effectiveness judgement is: requires improvement

The judgement for the experiences and progress of children in the boarding provision is: requires improvement to be good

What is it like to attend this school?

- Pupils enjoy coming to school. They value friendship and they get on well with each other. Pupils are polite and well-mannered. They show respect to staff and each other. Pupils move around the school sensibly. They are well mannered and keen to welcome visitors to their school.
- Pupils behave well during lunchtime and breaktimes. In the classroom, most pupils listen well and focus on their studies. However, too many pupils do not take a pride in the presentation of their work.
- Pupils are clear about the definition of bullying and the different types that exist. There are few bullying incidents. Leaders take bullying very seriously and deal with any instances quickly.
- Leaders are keen for all pupils to excel in their academic studies, so they can secure future employment and make a positive contribution to society as British Muslims. To support this aim, leaders have started to develop the curriculum. However, there is more work to do to make sure that the curriculum supports pupils to achieve well. Leaders are also aware that the learning environment could be improved further.
- Parents speak positively about the school. In particular, they value how well staff manage behaviour.

The inspectors made **four recommendations** to help the school improve, covering the quality of education, the curriculum and leadership and management.

The school **meets all of the independent school standards**.

What is it like to board at this school?

- Staff warmly welcome students into the boarding provision. The school invites students to attend an open day and an induction day before they start at the school. The boarding manager meets with the students when they arrive at the school to ensure that they know who they can talk to if they have a worry or concern. As a result, students know that prefects, staff and the independent listener are all there to support them from the outset.
- In contrast, staff and leaders have not ensured that the boarding accommodation is of a good standard. Leaders have invested in some areas of the boarding house, such as new mattresses for students. But, in places, the accommodation remains dirty and in poor repair. For example, the shower-room wall has many holes in it and there is graffiti on walls and the ceiling. As a result, it is not the homely or inviting environment that staff want for students.
- Students can share their views in regular meetings. However, it is not clear that their views are consistently acted on. For example, the students have asked for more leisure and sports equipment; however, this has remained an ongoing action for over a year. Students have limited activities outside school time. This is partly because they only leave the school under the supervision of staff. Staff prepare students for their futures through lessons, but there are very limited opportunities to develop this in practice due to the restrictions on independence. In addition, the limited staffing hinders students' opportunities and choices. Governors have committed to addressing this to develop the school further.
- Students learn about a range of issues that support their development. For example, students understand the risks the internet may pose, and about topics such as bullying and diversity. Staff positively reinforce this in the boarding provision, where there is an expectation of kindness and tolerance. As a result, students are keen to support each other, and older students and prefects are role models.
- Students get on well with each other. On the rare occasions when there are difficulties, students sort this out among themselves, or they seek support from staff. Staff work hard to help students settle into the school when they are homesick. On a small number of occasions, when students do not settle, the school collaborates with parents and the students to decide whether boarding is right for them. These decisions are taken with the students' best interests at heart.

- Staff celebrate students' time at the school when they leave. This includes trips out and celebration events to commemorate their time at the school. Staff commit to doing this as they take great pride in students' achievements and hard work.

The school **does not meet the national minimum standards for boarding schools** relating to Standard 5 - Boarding accommodation, Standard 7 – Fire precautions and drills, Standard 10 – Activities and free time, Standard 13 – Management and development of boarding, Standard 14 – Staff recruitment and checks on other adults, and Standard 15 – Staffing and supervision.

The inspectors made **two recommendations** to help the school improve, covering the monitoring of boarding and accurate recording of stocks of medications.

- View the full inspection report for the education provision:
<https://reports.ofsted.gov.uk/provider/27/135792>
- View the full inspection report for the boarding provision:
<https://reports.ofsted.gov.uk/provider/1/1267532>



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