

Jamia Al-Hudaa Residential College

Forest House, Berkeley Avenue, Mapperley Park, Nottingham, Nottinghamshire NG3 5TT

Inspection date

23 November 2022

Overall outcome

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

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(2), 2(2)(a)

- At the previous standard inspection, inspectors identified that the curriculum did not provide enough experience to develop pupils' creative or artistic education.
- Leaders have developed experiences across a range of subjects to broaden pupils' aesthetic and creative education. These opportunities include arts, crafts and design activities, as well as opportunities to develop pupils' performing arts skills.
- Pupils visit different art galleries and museums. They recall visits to a local contemporary art gallery, for example.

Paragraph 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)

- At the previous standard inspection, leaders had not ensured that pupils, including students in the sixth form, received high-quality, impartial careers education. Pupils did not experience meaningful encounters with the world of work. Careers education, advice and guidance provision was limited.
- Leaders have developed a structured approach to careers education. They deliver this careers provision in the personal, social, health and economic (PSHE) education curriculum. Pupils learn about employability skills and the world of work. Leaders recently arranged a careers fair at the school, at which pupils met with people from a range of employment sectors and professions. Pupils have access to individual careers advice to help them explore various options available to them when they leave school.

Paragraph 2(2), 2(2)(g)

- At the previous standard inspection, all sixth-form students studied an Islamic science curriculum only. They did not have the opportunity to study other subjects unless they chose to study them independently, in their own time.
- Leaders have broadened the sixth-form curriculum. They provide students with PSHE and careers education. Students can access a range of online vocational training courses.

- Students can study to re-sit GCSE English and mathematics, if needed.

Paragraphs 2(2), 2(2)(i), 2A(1), 2A(1)(b), 2A(1)(d)

- At the previous standard inspection, inspectors found that the PSHE curriculum and opportunities for pupils' personal development were poorly planned. Pupils did not have enough meaningful experiences to prepare them for life in modern Britain.
- Leaders had not followed the statutory guidance issued by the Secretary of State about relationships, sex and health education (RSHE). Pupils did not learn enough about healthy relationships. They also did not learn enough about different types of relationships. Pupils only learned about heterosexual relationships and marriage. They did not learn about harmful sexual behaviour and consent.
- Leaders have developed a comprehensive PSHE curriculum for all pupils, including the sixth-form students. Leaders have planned a curriculum that enables pupils to learn about diversity and equality, fundamental British values and personal safety.
- Teachers provide pupils with meaningful experiences to prepare them for life in modern Britain. For example, pupils learn to understand the rule of law and their responsibilities. They learn about physical and mental health, and well-being. Pupils recall learning about the 2010 Equality Act and the protected characteristics.
- Leaders have refined the school's RSHE policy. They have developed a structured RSHE curriculum that meets statutory guidance. Teachers provide pupils with meaningful opportunities to learn about families; respectful relationships, including friendships; being safe, including when online; intimate and sexual relationships, including sexual health; and the law.
- Pupils recall learning about healthy and unhealthy relationships and consent, among other aspects of their RSHE studies
- The previously unmet standards in this part are met.

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

Paragraph 5, 5(b), 5(b)(iii),

- At the previous standard inspection, inspectors found that leaders did not provide pupils with enough opportunities to interact with the world beyond the school gate. There were too few occasions for pupils to visit the local community. Pupils were not able to contribute positively to the lives of those living and working in the locality, and to society more widely.
- Leaders provide pupils with a range of different experiences that enable them to contribute positively, both locally and further afield. Pupils visit the local park and shops. They recall visits to museums and places of worship, including a church and a gurdwara. Pupils enjoyed the end-of-year trip to Derbyshire, as well as a visit to a forest adventure park.
- Leaders provide pupils with experiences of charitable work and fundraising. Pupils help to feed the homeless and raise money for a national charity. Leaders have plans to provide more of these opportunities this school year.
- The previously unmet standards in this part are met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32(1), 32(1)(c)

- At the previous standard inspection, inspectors judged that safeguarding was effective.
- Leaders have maintained a strong culture of safeguarding. The safeguarding policy, which is published on the school's website, reflects the latest statutory guidance.
- Leaders know and fulfil their safeguarding responsibilities well. They make sure that all pre-employment checks are completed before adults start working at the school.
- Safeguarding leaders make sure that staff are trained well. Staff know and understand their responsibilities.
- Leaders act swiftly and appropriately when there are concerns about pupils' welfare. They work with external professionals when additional help is needed.
- Pupils know to share any concerns with staff. Staff and pupils say that pupils are safe.
- These standards continue to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(d), 32(3), 32(3)(e)

- At the previous standard inspection, leaders had not made available all the necessary information.
- The previous standard inspection report is available on the school's website.
- Leaders have made available information about the school's academic performance during the preceding school year, including the results of public examinations.
- The previously unmet standards in this paragraph are met.

Paragraph 32(1)(j), 32(4), 32(4)(b)

- Since the previous inspection, the Secretary of State for Education has issued a restriction on the proprietor.
- Inspectors determined that trustees are complying with the restriction, at the time of this inspection. The restriction is published on the school's website.
- The relevant requirements in relation to the restriction imposed on the school are met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b)

- At the previous standard inspection, inspectors determined that some leaders did not have the knowledge and skills necessary to be effective in their roles. Those responsible for governance did not have sufficient oversight of the school's work. Leaders had not ensured that the school consistently met all the independent school standards.
- Since the previous inspection, additional trustees have been appointed, along with governors. This has improved the capacity of those responsible for governance.

- Leaders fulfil their responsibilities effectively. They have ensured that the previously unmet standards are now met.
- The previous unmet standards in this part are met.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards

Part 1: Quality of education provided

- 2(1) The standard in this paragraph is met if—
 - 2(2) For the purposes of paragraph (2)(1)(a), the matters are—
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that—
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 2A(1) The standard in this paragraph is met if the proprietor—
 - 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2), and
 - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools.

Part 2: Spiritual, moral, social and cultural development of pupils

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—
 - 5(b) ensures that principles are actively promoted which—

- 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.

Part 6: Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that—
 - 32(1)(d) following an inspection under section 108 or 109 of the 2008 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school's internet website, and provided to the parents of each registered pupil, by any date specified by the body who conducted the inspection.
- 32(3) The information specified in this sub-paragraph is—
 - 32(3)(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations.

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; and
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

School details

Unique reference number	131119
DfE registration number	892/6012
Inspection number	10260518

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.

Type of school	Other independent school
School status	Independent boarding school
Age range of pupils	11 to 19
Gender of pupils	Girls
Gender of pupils in the sixth form	Girls
Number of pupils on the school roll	176
Of which, number on roll in sixth form	49
Number of part-time pupils	0
Proprietor	The Madni Trust
Chair	Akhtar Ghouri
Headteacher	Maha Abu-Taha
Annual fees (day pupils)	£0 to £4,100
Telephone number	0115 9690800
Website	www.jamiaalhudaa.com
Email address	admin@jamiaalhudaa.com
Date of previous standard inspection	30 November to 2 December 2021

vInformation about this school

- The Secretary of State for Education imposed a restriction on the proprietor on 8 September 2022. The restriction is still in force. The restriction means that, as of 12 October 2022, the proprietor must not admit any new pupils to the school. The proprietor was complying with the restriction at the time of the inspection.
- Jamia Al-Hudaa is situated in Nottingham and is part of The Madni Trust, a registered charity. The school is an Islamic school.
- Jamia Al-Hudaa is an independent school which is registered to provide day and boarding education for girls aged 11 to 19 years. The boarding provision is housed in a building attached to the school.
- The school is registered to admit up to 205 pupils. It currently has 176 full-time pupils on roll.
- The school does not use the services of any alternative provision.
- Parents and carers make a contribution to the annual fees, according to their ability to pay.
- The school's last standard inspection took place between 30 November and 2 December 2021.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with a trustee, a governor and the deputy headteacher, who is also the designated safeguarding lead.
- The headteacher was absent throughout the inspection.
- Inspectors met with teachers and groups of pupils.
- An inspector checked the school's compliance with the restriction that the Secretary of State has imposed on the school.
- Inspectors reviewed the school's website and a range of documents. These included policies related to curriculum and safeguarding. Inspectors reviewed curriculum planning and scrutinised samples of pupils' work. They reviewed the single central record and safeguarding records.

Inspection team

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His Majesty's Inspector

John Nixon

His Majesty's Inspector, Specialist Inspector

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