

Madinatul Uloom Al Islamiya School

Heath Lane, Summerfield, Kidderminster, Worcestershire DY10 4BS

Inspection date

4 July 2023

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Boarding provision outcome

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

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(e), 2(2)(e)(ii)

- The previous inspection in October 2022, identified weaknesses in the curriculum. Leaders had not made sure that the curriculum took account of the needs of all pupils, including those with special educational needs and/or disabilities (SEND). The curriculum was not being implemented suitably well across all subjects. As a result, pupils were not making strong progress through the curriculum.
- Leaders have worked to address the weaknesses identified in the previous inspection. Leaders are developing their expertise to identify pupils with SEND. There is still work to be done. New curriculum plans are beginning to be developed, and these cover the content to be taught. However, the plans teachers use do not yet consider the needs of pupils with SEND. Consequently, in lessons, pupils with additional needs are not well supported.
- Leaders' plans to ensure that pupils receive up-to-date careers guidance are now well thought out. They have thought carefully about the way in which pupils will be supported to make appropriate choices about their future careers and have worked sensibly to begin to understand pupils' goals and aspirations. However, while careers education is being implemented, this does not expose pupils to a broad range of future career possibilities and is not yet enabling pupils to make informed choices about their future careers.
- These independent school standards (the standards) remain un-met.

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

- Leaders have made sure that the careers guidance, while not yet broad, is beginning to help pupils to develop their passions and encourage pupils to reach their goals. Leaders

have also ensured that careers guidance is delivered in an impartial manner.

- At the time of the previous inspection, the range of qualifications offered to students in the sixth form was narrow, and leaders had not ensured that students in the sixth form were provided with meaningful encounters with the world of work.
- Leaders have broadened the curriculum offer for students in the sixth form. Students now have a wider range of subjects from which to study. Leaders have plans in place to expand this further for the following academic year.
- These standards are now met.

Paragraph 3(e)

- At the time of the previous inspection, leaders had not ensured that teaching staff had the subject knowledge needed to implement the curriculum suitably well. Teachers were not always aware of the specific prior knowledge pupils needed to make sense of new learning.
- Since the previous inspection, leaders have devoted a significant amount of time to the development of teachers' subject knowledge. For example, teachers have engaged in subject-specific training, as well as further training aimed at developing their wider teaching expertise. Teachers demonstrate sound subject knowledge and are beginning to identify the typical misconceptions in pupils' learning.
- This standard is now met.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(f), 3(g)

- At the time of the previous inspection, teachers' use of assessment was insecure. While teachers were checking on pupils' learning, they did not make effective use of the assessment information they received to adapt lessons to help pupils address and rectify any gaps in understanding.
- Leaders have begun to address the weaknesses identified in the school's assessment processes at the previous inspection. However, too often, teachers do not use assessment well to identify gaps in learning as they emerge. Consequently, gaps in learning go unaddressed, and teachers are unable to adjust their teaching to close these.
- While leaders have begun to develop teachers' subject knowledge, the curriculum is not yet implemented suitably well in all instances. Where this is the case, pupils do not gain all the knowledge they need to be successful, and they make poor progress.
- While curriculum plans are in place, teachers do not adapt these well enough to meet the needs of pupils. Consequently, teaching and classroom resources do not take into account the needs of pupils with SEND. Leaders are aware of this shortcoming and have begun to address this. However, there is more work to be done to ensure this standard is met.
- In books, work is often unfinished and illegible. Teachers do not challenge this. This means that too often, pupils do not take pride in their work and do not achieve as well as they should.
- These standards remain un-met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 8(a), 11, 16, 16(a), 16(b)

- At the last inspection, arrangements for safeguarding were found to be ineffective. Leaders did not follow up on reports relating to the well-being of pupils in a timely way.
- Since the previous inspection, leaders have ensured that safeguarding processes are more secure. They have strengthened relationships with external agencies and work closely with these to keep pupils as safe as possible when needed.
- Leaders have made sure that all staff take part in ongoing safeguarding training. As a result of this, staff have a clear understanding of how to raise concerns. However, leaders do not check carefully enough on the quality of record-keeping. At times, records are detailed and at other times, sparse. There is no clear overview of the safeguarding issues raised. While this does not put pupils at risk of immediate harm, there is a risk that pupils may not receive the help they need at the right time.
- These standards are now met.

Paragraphs 11, 16, 16(a), 16(b)

- As part of this inspection, the Department for Education (DfE) commissioned Ofsted to consider paragraphs 11 and 16 of the standards.
- The school has an appropriate policy in place for the health and safety of pupils and staff. Staff pay close attention to this policy when carrying out their roles. For example, staff responsible for administering first aid keep extensive and detailed records of any medical treatment given to pupils.
- There is an appropriate risk assessment policy in place. A review of a range of risk assessments, including for off-site and educational visits, confirms that staff adhere to the principles of the risk assessment policy.
- These standards are met.

Paragraph 32(1)(c)

- As a routine part of the inspection, the inspector checked the availability of the school's safeguarding policy. The policy reflects current statutory requirements and is available on request.

This standard is met.

Paragraphs 8, 8(b)

- While safeguarding systems have improved, management's and trustee's oversight are not yet secure. In addition, while work has begun to ensure the accommodation is maintained to a standard that promotes the welfare of pupils, it is far from complete, and the boarding accommodation remains in a poor state of repair.
- These standards are not met.

Part 5. Premises of and accommodation at schools

Paragraphs 25, 30

- At the time of the previous inspection, the proprietor has not ensured that accommodation at the school paid due regard to the national minimum standards for

boarding schools.

- As part of this inspection, the DfE commissioned Ofsted to consider paragraph 25 of the standards.
- While the school building is maintained to a reasonable standard, leaders have yet to update and upgrade their boarding accommodation. There remains rotten woodwork in toilet facilities and doors that are scratched and cracked. Bathroom fans are missing in places, leaving large holes in walls, and in some places, the carpet is missing.
- These standards are not met.

Paragraph 28(d)

- As part of this inspection, the DfE commissioned Ofsted to consider paragraph 28 of the standards.
- Leaders have made sure that pupils have access to washing facilities with an adequate supply of hot and cold water. The temperature of the water does not pose a risk of scalding.
- This standard is met.

Part 8. Quality of leadership in and management of schools

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

- The inspection in October 2022 found that leaders had not ensured all of the standards were met consistently and continually.
- Since that time, leaders have begun work to remedy the identified shortcomings. However, this work is yet to have the desired impact. There is still much to be done to ensure the school meets all of the standards.
- These standards remain un-met.

Paragraph 34(1)(c)

- At the previous inspection, safeguarding arrangements were not secure.
- Since the last inspection, leaders have strengthened their relationships with external agencies and now work quickly to respond to information regarding the well-being of pupils.
- This standard is now met.

Boarding provision

The overall experience and progress of children

Standards 4.1, 4.2

- At the previous inspection in October 2022, inspectors identified that the boarding accommodation was not maintained to a good standard. Some areas had cracks in plaster work, there was rotten woodwork in some facilities, a common room was in poor repair and carpets needed replacing in most of the boarding accommodation. The school had begun works to refurbish the boarding accommodation, but this had not progressed to a point where boarders lived in a clean, comfortable, well-maintained environment.
- Leaders have continued the work to address some of the areas of concern in one of the accommodation buildings. This has included redecorating the common room and fixing

the walls where needed, repainting some bedrooms and corridors and laying new carpet in some areas. While this work has begun in one accommodation block, another remains in poor repair. In this block, there remains rotten woodwork in toilet facilities, doors that are scratched and cracked, bathroom fans that are missing leaving large holes in walls and missing carpet in places. School leaders have carried out fundraising to be able to accelerate these necessary works but there remains a large amount of work to do. Boarders told inspectors they like the refurbished areas and are pleased that works are continuing.

- These standards remain un-met.

Standards 2.1, 2.4

- At the previous inspection in October 2022, inspectors identified several shortfalls in leadership and management. These included decision-making relating to safeguarding, a lack of systems to communicate important information about boarders between staff, poor systems to enable boarding staff to know each other's whereabouts on site and a weakness in oversight which meant that leaders were unaware of many of the concerns inspectors found. In addition, systems to enable trustees to monitor the effectiveness of leadership, management and delivery of boarding had failed to give trustees sufficient information to provide effective challenge. Trustees had also not taken action to fill the gaps in their knowledge. Consequently, they had poor oversight of the boarding provision.
- At a monitoring visit in January 2023, leaders evidenced how they had taken action to develop their knowledge of safeguarding so they were better equipped to make safeguarding decisions. They had also put new measures in place to strengthen communication about boarders who were identified as vulnerable so staff had awareness of those who may need extra help.
- Leaders have decided to increase the frequency of meetings with trustees, and department heads will report directly to these meetings. School leaders believe this will increase the information that trustees need to monitor the effectiveness of boarding. These changes, along with telephone calls between the headteacher and the chair of trustees, remain in their infancy. As a result, it is not yet clear if these measures will be effective.
- These standards remain un-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. 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.

School details

Unique reference number	117044
Social care unique reference number	SC043039
DfE registration number	885/6031
Inspection number	10291851

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 28
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	205
Of which, number on roll in sixth form	37
Number of part-time pupils	0
Number of boarders on roll	180
Proprietor	Madinatul Uloom Al Islamiya Board of Trustees
Chair	Mr Ahmed Patas
Headteacher	Mr Abdullah Memi
Annual fees (day pupils)	£2,100
Annual fees (boarders)	£3,300
Telephone number	0156266894
Website	None
Email address	info@madinatul-uloom.org

Date of previous standard inspection

11 to 13 October 2022

Information about this school

- The last full standard inspection was in October 2022. At this time, the school did not meet all the standards.
- The school is an independent boarding and day school for Muslim pupils and students aged 11 to 28. The vast majority of pupils are boarders.
- Pupils undertake Islamic studies during most of the morning, followed by a secular curriculum in the late morning and afternoon. The school has a Muslim ethos.
- The school and boarding provision are situated on the grounds of a former teacher training college on the outskirts of Kidderminster in Worcestershire.
- Leaders do not use any alternative provision.

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.
- The inspectors met with the headteacher, senior leaders and leaders from the school's boarding provision. They also spoke to the teaching staff and staff responsible for leading on special educational needs and/or disabilities, quality of education, science, and phonics.
- The inspectors examined several policies, schemes of work and plans, as well as visiting lessons and looking at work in pupils' books for English, mathematics, science and personal, social, health and economic education. Inspectors also visited the boarding accommodation.
- The inspectors held meetings with the designated safeguarding lead to discuss safeguarding procedures. The inspectors spoke to staff and pupils about safeguarding.
- The inspectors discussed the progress made against the previously un-met standards and the un-met national minimum standards for boarding schools with the headteacher.

Inspection team

Alexander Laney, lead inspector	His Majesty's Inspector
Eve Morris	His Majesty's Inspector
Karol Keenan	Social Care Regulatory Inspector
Marianne Grandfield	Social Care Regulatory Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met at this inspection

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

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(b) such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools.

Part 5. Premises of and accommodation at schools

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 30 The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had to Standard 4 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 9 of the National Minimum Standards for Residential Special Schools.

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.

National minimum standards for boarding schools

- 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. (Boarding schools: national minimum standard 2.1)
- The school's leadership and management fulfil their responsibilities consistently and effectively so that the standards are met. (Boarding schools: national minimum standard 2.4)
- Good-quality sleeping accommodation is provided for boarders. It is well organised and managed with ongoing assessments of risk, which should be documented, and findings acted on to reduce risk for all boarders. Accommodation gives boarders appropriate privacy, taking into account sex, age and any special requirements. Where children share a bedroom, they are able to express a preference about whom they share with. (Boarding

schools: national minimum standard 4.1)

- Good-quality living accommodation and equipment, including appropriate internet access, is provided for boarders for the purposes of organised and private study outside school hours and for social purposes. (Boarding schools: national minimum standard 4.2)

The school now meets the following requirements of the independent school standards

Part 1. Quality of education provided

- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(e)(i) is presented in an impartial manner;
 - 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.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 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.

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)(c) actively promote the well-being of pupils.

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