

The British Muslim School

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

Inspection date

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

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- Leaders have planned a curriculum that promotes pupils' understanding of life in modern Britain. Pupils access regular citizenship lessons. These lessons teach pupils about values such as democracy and the rule of law. Pupils have opportunities to practise these concepts through aspects of school life. For example, they take part in school elections to select class captains and prefects.
- The curriculum teaches pupils the importance of respect for others. They learn about diversity and understand that people are entitled to have different viewpoints. Staff encourage learners to express their opinions, and adults are ready to listen to what pupils have to say. This promotes a positive culture based on tolerance of and respect for others.
- Leaders ensure that pupils hear a range of balanced perspectives. For example, they learn about different faiths and beliefs. They also discuss and understand different types of families and relationships. This understanding helps them to talk about social and moral issues in a mature and open-minded way.
- The independent school standards (the standards) in this part are met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b), 8, 8(a), 8(b) and Part 8 paragraph 32(1), (32)(1)(c)

- Leaders ensure that staff receive training on the school's safeguarding procedures before they begin working with children. This helps adults to understand their roles

and responsibilities. Pupils who attend the school trust staff to sort problems out quickly when these happen.

- The school's safeguarding policy does not reflect the latest guidance issued by the Secretary of State for Education. The policy does not consider risks specific to the school's context. For example, the principal has made various arrangements to safeguard pupils who reside in boarding accommodation, but these arrangements are not always set out in policy. This increases the potential for processes not to be followed consistently.
- Leaders are unaware of the need to record any low-level concerns about adults. They have not yet created a culture in which all concerns about adults are recorded and dealt with appropriately. This limits leaders' ability to monitor and analyse patterns in low-level concerns over time and to respond appropriately.
- These standards are not met.

Paragraph 9, 9(a), 9(b), 9(c), 10

- Leaders expect pupils to behave well. They have established clear rules and routines that pupils understand and follow. This makes the school a calm and purposeful place to learn.
- Leaders have drawn up an effective anti-bullying policy. Staff and pupils say that bullying is never accepted at the school. Leaders take swift action when bullying does happen and put support in place for victims. This helps pupils to feel safe.
- These standards are met.

Paragraph 11, 14

- Leaders have put measures in place to comply with health and safety laws. They make regular checks on the school premises and maintain safety standards. In addition, leaders promote pupils' safety by ensuring that they are appropriately supervised.
- These standards are met.

Paragraph 15, 16, 16(a), 16(b)

- Leaders ensure that admissions and attendance registers are maintained. These records include the necessary information.
- Leaders consider possible risks to pupils' well-being and draw up assessments to manage these risks. For instance, leaders identify potential risks associated with pupils attending off-site trips and visits. They then set out measures to mitigate these risks.
- These standards are met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraph 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), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(2)(e), 19(3)

- Leaders complete the necessary pre-employment checks on staff and check the suitability of adults before allowing them to work at the school. They record these checks accurately on the school's single central record.
- These standards are met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(1)(c), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b), 30

- The school and boarding provisions are housed in a listed building. The premises are maintained to a suitable standard, although leaders have plans to refurbish further parts of the school, which are showing some wear and tear.
- Classrooms benefit from natural light and have high ceilings. Rooms have suitable acoustics and are conducive to learning.
- The school has a separate room available for use as a medical room. The medical room is suitable for the short-term care of sick and injured pupils. It includes a washing facility.
- Leaders maintain oversight of premises management responsibilities to promote pupils' health, safety and welfare.
- These standards are met.

Part 8. Quality of leadership in and management of schools

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

- Leaders, including the governing body, have a clear vision for the school. They actively promote the school's Muslim character and work hard to prepare pupils for life in modern Britain.
- Leaders maintain oversight of the school premises and check the suitability of adults who work there. However, further work is needed to strengthen other elements of safeguarding procedures. This includes ensuring that the school's safeguarding policy is suitably specific to the school's context. In addition, leaders have not ensured that a clear approach is in place to record and manage low-level concerns about adults.
- These standards are not met.

Schedule 10 of the Equality Act 2010

- The school has a suitable accessibility plan that fulfils the requirements of schedule 10 of the Equality Act 2010.

Boarding provision

Compliance with the national minimum standards that were assessed during this inspection

Standard 4.1

- Leaders have continued the work to address shortfalls in the boarding environment. They have tiled the shower-room walls and redecorated bedrooms. Leaders make regular audits of the environment and have put a maintenance plan in place. This organised approach enables boarding and school leaders to complete maintenance work when needed. This means that the quality of the boarding environment has improved.
- This standard is now met.

Standard 19.1

- Leaders now ensure that full checks are completed for staff. These checks pay due attention to both statutory guidance and safer recruitment principles. This means that the staff whom leaders recruit are suitable to care for children.
- This standard is now met.

Standard 8.1, 8.4, 17.3

- Leaders have not noted some weaknesses in safeguarding knowledge and practice. For example, they have not taken account of statutory guidance by ensuring that a system is in place to monitor low-level concerns about staff. In addition, safeguarding policies, including those relating to child-on-child abuse, do not consider the unique element of the boarding environment. This means that staff do not have guidance about the additional risks for children staying together in a boarding environment. In addition, boarding staff do not have a clear understanding of behavioural warning signs relating to unhealthy relationships or children feeling unsafe. This potentially places children at risk of harm.
- The school does not meet the national minimum standards in these areas.

Standard 2.4

- Leaders and governors do not yet have comprehensive systems to monitor and oversee the implementation of all national minimum standards for boarding.
- The school does not meet this minimum standard.
- Despite these shortfalls, staff and leaders know children well. They have put an approach in place to highlight concerns about children to boarding staff. Students are confident that they can go to staff with issues or worries. They trust adults to provide any needed help and support. These factors reduce the risk to students who are boarders.
- Children feel safe and happy while boarding. Staff have increased the social opportunities outside school for children. They have also purchased more games and activities for use in the boarding areas. Children enjoy this broader range of experiences.
- Children offer support to each other and enjoy each other's company. Conflict between children is rare. When issues do happen, children can address these between themselves and so continue to live positively together. Staff support children who are

homesick. This means that children become less homesick over time and enjoy their time at school.

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

School details

Unique reference number	135792
Social care unique reference number	1267532
DfE registration number	333/6005
Inspection number	10296498

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 16
Gender of pupils	Boys
Number of pupils on the school roll	79
Number of part-time pupils	0
Number of boarders on roll	32
Proprietor	Latifah Fultali Complex
Chair	Mohammed Misbhaur Rahman
Headteacher	Muhammad Kadir Al Hasan
Annual fees (day pupils)	£2,700
Annual fees (boarders)	£5,000
Telephone number	0121 516 2264
Website	www.thebritishmuslimschool.co.uk
Email address	principal@thebritishmuslimschool.co.uk
Date of previous standard inspection	24 to 26 May 2022

Information about this school

- The school is an Islamic boarding and day school for boys. The boarding provision is in the same building as the school.
- Inspectors were aware during this inspection that serious allegations of a child protection nature were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate allegations of this kind, actions taken by the school in response to the allegations were considered alongside the other evidence available at the time of the inspection to inform inspectors' judgements.
- Information about the proprietor is missing from the Department for Education's 'Get Information about Schools' website.

Information about this inspection

- This was the fourth inspection the school had received since the COVID-19 pandemic began.
- The inspection was carried out without notice at the request of the Department for Education due to safeguarding concerns linked to a complaint it had received.
- This was an integrated inspection with the boarding provision.
- Inspectors met with the headteacher, the designated safeguarding lead and other school leaders.
- The lead inspector held a discussion with the proprietor body's representative, who is also the chair of the governing body.
- Inspectors spoke to pupils and staff about their experiences at school.
- Inspectors checked that the school premises are safe and suitable.
- Inspectors reviewed safeguarding documents, including the arrangements for checking the suitability of adults who work at the school. Inspectors checked how effectively staff implement safeguarding policies and procedures.

Inspection team

Jonathan Leonard, lead inspector	His Majesty's Inspector
Gemma Mann	Ofsted Inspector
Karol Keenen	Social Care Regulatory Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

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 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; and
 - 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 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)(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request;

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; and
 - 34(1)(c) actively promote the well-being of pupils.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023