

The British Muslim School

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

Inspection dates

13 and 14 December 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(2)(d)(ii)

- The school's personal, social and health education is well considered and coordinated. Leaders have mapped learning opportunities across the curriculum, primarily through religious education, relationships and sex education and citizenship. Pupils learn about and discuss a broad range of topics that deepen their understanding of concepts such as the protected characteristics, fundamental British values, and equality and diversity.
- This standard is met.

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

Paragraphs 5(a), 5(b)(v), 5(b)(vi)

- The school ensures that pupils study faiths beyond Islam. Pupils understand similarities and differences between the world's major faiths. For instance, pupils learn about similarities between the Qur'an and the Bible. They deepen their knowledge of spirituality by visiting local churches and temples from a range of different religions.
- Pupils learn about concepts such as equality and diversity. They understand this information and are able to provide thoughtful explanations about what they have learned. For example, one pupil said, 'We learn about how to keep things healthy. All relationships can be healthy or toxic.' Work in pupils' books shows that they give consideration to sexuality and gender issues in different countries and why homophobia is wrong.
- Pupils are taught about the key concepts relating to British values. A recent visit to parliament has helped all pupils to deepen this knowledge. Leaders ensure that pupils

learn about the importance of free speech. As a result, pupils are confident to share their views with others.

- These standards are met

Part 3. Welfare, health and safety of pupils

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

- The school has prioritised safeguarding since the previous emergency inspection. Leaders have raised the profile of safeguarding and all staff understand their roles and responsibilities. Staff receive appropriate safeguarding training. Staff know what to do if they have concerns about a pupil.
- Pupils say that they feel safe and are well looked after. Pupils make reference to school safeguarding procedures. They are clear about who to speak to if they are worried about something. They name trusted adults and they understand the processes of escalation, such as speaking directly to the principal. They view school leaders as being approachable and available to talk to them at any time. This open safeguarding culture is helping pupils to feel safe.
- The safeguarding policy has been updated. Leaders have worked with the local authority to ensure that the policy reflects the most current guidance issued by the Secretary of State. The policy reflects the school's current practice. Although the newly implemented processes are not fully embedded, leaders are continuing to sharpen their practice to ensure that records and systems are being implemented consistently.
- The safeguarding policy is published on the school's website.

- These standards are met.

Paragraphs 9 and 10

- Pupils behave well in lessons and at other times. They understand the school's expectations and they follow the rules and routines well. They feel the school's rules are fair, including the school's approach to rewards and consequences. The school is a calm and purposeful place.
- Pupils learn how to keep themselves safe. They learn about the features of unhealthy relationships, and understand different types of bullying. In addition, they study how to keep themselves safe when using the internet. This helps pupils to protect themselves from potential harm and bullying.
- There is a detailed anti-bullying strategy in place. Pupils state that bullying is not tolerated at the school. Pupils are clear that when it does happen, leaders take swift action to address matters. This includes holding conversations with parents and carers when necessary. Leaders record any incidents to build a picture over time.
- The standards are met.

Paragraphs 14 and 16

- The school ensures that pupils are supervised well through the school day, including at social times.

- Leaders assess risks across the school and the boarding provision and draw up appropriate risk assessments to minimise these. These are reviewed regularly. At times, the risk assessments are not as specific as they could be. For example, leaders identify risks associated with individual pupils' needs and arrange support to address these needs and review provision regularly. However, the actions that the school takes are not always set out precisely within the risk assessment. There is no evidence to suggest that this places pupils at risk of harm.
- These standards are 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(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(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(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c) and 21(6)

- The single central record contains the full range of pre-employment checks. The school has appropriate recruitment procedures in place. They ensure that they complete all recruitment checks before any new staff take up their post at the school.
- These standards are met.

Part 7. Manner in which complaints are handled

Paragraph 33

- The complaints policy is detailed. Leaders log and have records of all complaints. However, the system does not enable leaders to easily differentiate between formal complaints and informal concerns. This makes it harder to analyse concerns.
- These standards are met.

Part 8. Quality of leadership in and management of schools

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

- Leaders, including the governing body, have ensured that safeguarding has been a priority this academic year. They recognised the shortcomings in the school's safeguarding culture and have been proactive in addressing these weaknesses. They have made significant improvements to the management of safeguarding and, as a result, they have ensured that there is an open culture of safeguarding across the school.
- The school's procedures for recording and reporting safeguarding, behaviour and bullying concerns have been overhauled. Leaders ensure that all issues are logged. Leaders follow up on concerns quickly. However, there is still work to do to ensure that these systems are well embedded and refined so that leaders can use the information to easily analyse trends and patterns.

- Staff have undergone a range of safeguarding training and it continues to be planned throughout the upcoming year.
- Leaders have thought carefully about the actions to secure improvements in safeguarding and have worked hard to implement these. However, many of the actions are very recent and, as a result, the changes are not yet fully embedded. This means that some changes are not yet being applied securely and consistently.
- These standards are unmet.

Schedule 10 of the Equality Act 2010

- Leaders ensure that the school meets 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 2.4

- Leaders and governors do not yet have comprehensive systems to monitor and oversee the implementation of all national minimum standards for boarding.
- Despite these shortfalls, staff and leaders know the children well. Children feel that they are treated fairly by the staff and enjoy the boarding experience because they have close relationships with each other and with the staff. Children told the inspectors that they trust the staff and feel that they can talk to them whenever they need to. These factors reduce the risk to students who are boarders.
- The school does not meet this minimum standard.

Standard 2.6

- Senior boarding staff are knowledgeable and experienced and have undertaken appropriate training in the management and practice of boarding. They use this to ensure that boarders' welfare is safeguarded and promoted.
- Leaders ensure that the boarding provision is effectively and efficiently organised. The head of boarding maintains oversight of the quality of care being provided and is supported well by an experienced and dedicated staff team. Staff are provided with a range of training that supports their care of children. However, not all staff have completed training that is relevant to the children's needs. This includes self-harm training and physical intervention training.
- This standard is not met.

Standard 12.1

- Children receive support around their own individual needs. They celebrate their own culture and heritage, understand British values and engage respectfully with each other.
- This standard is met.

Standards 8.1, 8.2, 8.3, 8.4

- The designated lead for safeguarding has the necessary training and experience for the role. All staff receive safeguarding training that is commensurate with their duties in boarding. As a result, staff understand their role in promoting the welfare of children and know how to identify and respond to any concerns that they may have or that children bring to them.
- These standards are met.

Standard 15.1, 15.2, 15.3, 15.4

- Children are well behaved, know what acceptable behaviour is and understand the consequences of negative behaviour. Children say that consequences are applied fairly and include restorative action, detention or a phone call home. There has been no recorded instance of the use of physical intervention by staff since the last inspection. Boarding staff record both major and minor consequences.

☑ These standards are met.

Standard 16.1, 16.2, 16.3.

- Leaders have an anti-bullying strategy in place. Children told inspectors that bullying rarely happens in boarding. When bullying has occurred, staff have been quick to respond and take appropriate action. Children reported that they felt safe in boarding.
- These standards are met.

Standard 17.3

- Relationships between boarders and their peers are positive and boarders told inspectors that the school has the feel of an extended family. They said that all boarders and staff demonstrate mutual respect and trust.
- This standard is met.

Standard 20.1, 20.2, 20.3, 20.4, 20.5, 20.6, 20.7, 20.8, 20.9, 20.10

- Staffing levels ensure that there are always sufficient adults around to support and supervise children. Staff encourage older children to help those who are new to boarding. Children value the input of these older children, who provide advice and support when required. The premises and accommodation provide adequate facilities, although some areas would benefit from redecoration.
- These standards are 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. 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	10323849

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
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	76
Number of part-time pupils	0
Number of boarders on roll	37
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
Dates of previous standard inspection	24 to 26 May 2022

Information about this school

- The previous standard inspection was carried out from 21 to 23 September 2021.
- The school is an Islamic boarding and day school for boys. The boarding provision is in the same building as the school.
- The school does not use any alternative provision.

Information about this inspection

- 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 and boarding 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

Eve Morris, lead inspector	His Majesty's Inspector
Jonathan Leonard	His Majesty's Inspector
Dave Carrigan	Social Care Regulatory Inspector
Mark Woodbridge	Social Care Regulatory Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

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.

The school does not meet the following national minimum standards for boarding schools

- 2.4 The school's leadership and management fulfil their responsibilities consistently and effectively so that the standards are met.
- 2.6 Senior boarding staff are knowledgeable and experienced and have undertaken appropriate training in the management and practice of boarding. They use this to ensure that boarders' welfare is safeguarded and promoted.

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