

Jamia Al-Hudaa (Muslim School - Girls)

Board of Trustees of Madni Trust

Jamia Al Hudaa, Forest House, Berkeley Avenue, Nottingham NG3 5TT

Inspected under the social care common inspection framework

Information about this boarding school

The Jamia Al-Hudaa school is an independent Islamic institution with boarding provision for girls aged 11 to 19 years. The school is managed by the Madni Trust and provides education in Islamic sciences alongside the national curriculum. There are 121 girls who board at the school. Boarding accommodation is located within the main building and is situated on two floors. The school is in a residential area of Mapperley Park, Nottingham.

There is a newly appointed head of boarding, who has been in post for two months.

The inspectors only inspected the social care provision at this school.

Inspection dates: 2 to 4 July 2024

Overall experiences and progress of children and young people, taking into account **requires improvement to be good**

How well children and young people are helped and protected **requires improvement to be good**

The effectiveness of leaders and managers **requires improvement to be good**

The boarding school is not yet delivering good help and care for children and young people. However, there are no serious or widespread failures that result in their welfare not being safeguarded or promoted.

Overall judgement at last inspection: good

Date of last inspection: 25 May 2021

Inspection judgements

Overall experiences and progress of children and young people: requires improvement to be good

Children and staff have good relationships. Staff know and understand the children very well. They talk warmly and positively about children's strengths and achievements. Children can talk to staff about any worries or concerns they may have. The boarding facility provides a calm, settled environment in which children are happy, relaxed and able to develop friendships and have new experiences.

Children are cared for by staff that are dedicated. Staff morale is high, and they enjoy working in the boarding facility. Staff spoken to said that they enjoy their jobs. The interactions between staff and children are caring and supportive.

Children's bedrooms are personalised and reflect their interests and personality. However, some areas of the boarding facility are looking tired and worn. The leadership team has a redecoration plan in place for work to be completed in the summer holidays when the children are away from the provision.

The staff have high aspirations for the children. They set out their expectations regarding education from the children's admission into the school and boarding provision. This support means that any barriers the children face can be addressed. As a result, all children have made progress in education from their initial starting points.

How well children and young people are helped and protected: requires improvement to be good

CCTV surveillance has been used to observe children in areas of the boarding provision, which has been an intrusion of children's privacy. CCTV is currently installed in the children's handwash area, which does not respect children's privacy and dignity. Leaders and managers have said they have now recognised this and are considering removing the cameras in these areas.

There has been a low number of incidents that have been managed effectively. However, there was one safeguarding incident that was not managed in a timely manner. Following an incident of self-harm, medical advice was not sought for over 24 hours. The incident was reported to the manager but there was a lack of action taken. It has been acknowledged that there are lessons to be learned from this, and processes are being updated to improve the response to medical emergencies moving forwards.

The manager provides a hands-on approach to supporting staff to manage significant incidents. Children involved in incidents are provided with the opportunity to reflect and learn from such events.

Staff safely administer medication to children. All staff who dispense medication have received the appropriate training. There is clear management oversight, including daily and weekly audits. This ensures that children receive the medication prescribed to meet their health needs. However, on one occasion, a child's parent handed medication to their child to pass on to a supervisor. The child did not hand this to the supervisor and was able to take an excess of the medication. Parents have been informed of the importance of adhering to medication policies when providing medication for boarding students.

Visitors have not routinely signed into the visitors' book on arrival at the school site. Furthermore, not all visitors have their ID checked or are provided with appropriate lanyards. Failing to sign visitors into the book and check their identity has the potential to place children at risk of harm.

The effectiveness of leaders and managers: requires improvement to be good

A new head of boarding has recently been appointed, and they are committed to their role. Children said that they have a good relationship with her and find her very approachable. She is supported by the senior leadership team, with a vision to improve outcomes for children.

Staff receive in-depth, tailored training. The managers are proactive in organising training for staff to ensure they are up to date with any changes that have occurred. Staff say that they find the training opportunities invaluable and can readily describe how the training has positively influenced their practice.

Staff reported that they feel supported by the leadership team. Staff benefit from regular observation reviews and have opportunities to discuss children's progress. As a result, staff understand the children's needs well.

Team development is a priority in the boarding provision. Staff have been supported to develop within their roles and have had secondment opportunities to expand their skills and knowledge. Staff are further supported through management observations and appraisals being implemented, allowing them to develop their own skills.

Leaders and managers have moved to using an electronic recording system, ensuring that all information is held centrally. However, some children's records would benefit from greater attention to detail and improved management oversight.

What does the boarding school need to do to improve?

Compliance with the national minimum standards for boarding schools

The school does not meet the following national minimum standard(s) for boarding schools:

- Leaders should ensure that sick or injured children receive medical attention in a timely manner. In addition, leaders should review recording processes linked to children's health that reflects action taken when caring for children. (Boarding schools: national minimum standards 7.3)
- Leaders should ensure that children's privacy, dignity and confidentiality are appropriately protected. This specifically relates to CCTV being used in children's wash facility areas. (Boarding schools: national minimum standards 7.7)
- Leaders should ensure that all individuals who do not use the school as a daily place of work have their ID checked, are signed into the visitors' record and wear an appropriate lanyard to identify them as a visitor. (Boarding schools: national minimum standards 8.1)

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people using the social care common inspection framework. This inspection was carried out under the Children Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

Boarding school details

Social care unique reference number: SC002270

Headteacher/teacher in charge: Raza Ulhaq

Type of school: Boarding School

Telephone number: 0115 9690800

Email address: admin@jamiaalhudaa.com

Inspectors

Zoey Lee, Social Care Inspector

Lizette Watts, Social Care Inspector

Linda Mason, Social Care Inspector

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