

# Jamia Al-Hudaa Residential College

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

**Inspection date**

10 October 2024

**Overall outcome**

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

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1) to 2(1)(b)(i), 2(2), 2(2)(h), 3(a), 3(c), 3(d), 3(g)*

- At the previous inspection, the school's curriculum was not ambitious enough. It was overly focused on the knowledge pupils needed to acquire to pass examinations. Staff were unclear about what pupils needed to know and when. The ages, development and needs of all pupils were not fully considered. Teachers did not make regular, informed checks to identify accurately the next steps for pupils.
- Since the previous inspection, the school has begun the process of redesigning its curriculum. In some subjects, the knowledge that pupils will know over time is clear and well considered. In other subjects, this work is in the early stages. Some of the plans are led by activities that pupils will complete, rather than the knowledge they need to know and recall. Not all plans consider the differing needs and starting points of pupils. The school has recently broadened its curriculum offer in Year 7 and Year 8. However, developments in these subjects are at the initial stages.
- Some subjects are only taught in specific year groups. Some are taught in readiness for public examinations. This means that in some subjects, pupils experience a curriculum that is disjointed and overly focused on end goals. This does not help pupils to build a deep understanding of a subject.
- Staff have received some training to help them deliver the school's curriculum. Teachers now use a broad range of teaching methods in lessons. However, they sometimes teach pupils misconceptions. Teachers do not always make sufficient checks of pupils' learning. This does not help them to have an accurate understanding of pupils' starting points. Learning is not adapted suitably to ensure that all pupils keep up.
- Students in the sixth form all study the Islamic studies curriculum. They have the opportunity to take other national qualifications in their own time.
- These previously unmet requirements of the independent school standards (the standards) remain unmet.

*Paragraph 3(f)*

- At the previous standard inspection, inspectors found that some of the resources used by the school were outdated. This did not help pupils to learn up-to-date knowledge in

some curriculum areas.

- The school now uses recently published materials to aid the delivery of the curriculum. These teaching materials are used well by staff. These resources help staff use different teaching methods to deliver the curriculum.
- This previously unmet requirement of the standards is now met.

*Paragraphs 2(2)(e) to 2(2)(e)(iii)*

- The previous standard inspection identified that the school did not have an independent, high-quality careers advice and guidance programme. Pupils were unable to make informed choices about their future options and next steps.
- The school now uses the services of an external careers adviser. Since making this change, pupils now benefit from impartial and structured support so they can make informed choices about their next steps in education, training or employment.
- The school provides opportunities for pupils to attend careers events. Since the last inspection, the school has broadened its work experience offer for pupils.
- These previously unmet requirements of the standard are now met.

*Paragraph 2(2)(i)*

- At the previous inspection, it was unclear how pupils would develop an understanding of different communities, cultures and religions. Opportunities for pupils to undertake educational visits were limited. The resources used to teach the personal, social and health education (PSHE) curriculum were outdated. This did not help pupils to prepare for life in modern society.
- The school has a new PSHE curriculum. The resources and teaching materials are current and relevant. Pupils enjoy these lessons. It provides them with the chance to discuss and debate controversial issues that relate to wider society in a meaningful way.
- The school ensures pupils from Year 7 to Year 9 know about different religions through culture days and events. However, there is no oversight of what pupils will learn about these religions in these year groups. The knowledge pupils need to know about other communities that are different to their own is not ordered in a logical manner.
- Some of the educational visits pupils undertake link to the school's curriculum. However, these opportunities are still limited and do not provide a breadth of experiences. For example, there are very few opportunities to support pupils' cultural development.
- This previously unmet requirement of the standards remains unmet.
- Some of the previously unmet standards in this part remain unmet.

**Part 3. Welfare, health and safety of pupils**

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

- The school has a safeguarding policy that is published on the school's website. It sets out the systems and procedures to safeguard pupils in line with the current national guidance.
- All staff understand how to report any concerns about pupils' welfare and well-being. There are appropriate systems in place for staff to record these concerns. These are

reported promptly. This allows the school to take appropriate steps to safeguard the pupils in its care. Staff receive an appropriate induction and are provided with further, regular training to ensure that their knowledge of safeguarding remains up to date.

- The school understands its statutory duties to share safeguarding information with external organisations, such as health agencies and local authorities. It also ensures that, should pupils leave the setting, records are shared with the receiving schools.
- The school continues to meet these standards.

#### *Paragraphs 9(a) to 9(c)*

- The school's behaviour policy clearly sets out the expectations of pupils' behaviour and the associated rewards and sanctions. These systems are understood by pupils and staff. Relationships between adults and pupils are strong.
- Some pupils are provided with additional support to aid their mental health. The school has developed its own well-being services. When necessary, external mental health services are used to support the needs of pupils.
- Appropriate systems to record pupils' behaviours and to report any serious misbehaviour incidents are in place. Analysis of these records are presented to the proprietor body. Incidents of misbehaviour are rare. When they occur, the proprietor body ensures that procedures are followed fairly and in line with the school's policy.
- The school continues to meet these standards.

### Part 5. Premises of and accommodation at schools

#### *Paragraph 25*

- The school has not undertaken the checks on cladding, as requested by the Department for Education (DfE). Consequently, the school has not provided the necessary assurance to the DfE that the school building is maintained to a suitable standard.
- This requirement of the standards was previously judged to be met. This standard is now judged to be unmet at this inspection.

### Part 8. Quality of leadership in and management of schools

#### *Paragraphs 34(1) to 34(1)(b)*

- At the previous inspection, plans to address weaknesses in the school's curriculum were not having a sustained, meaningful impact. Pupils were not provided with sufficient opportunities to engage with wider society or develop their understanding of different communities, cultures and religions. A robust programme was not in place for careers education.
- The action plan submitted to the DfE following the previous inspection was deemed not acceptable. An amended plan has not been completed. The proprietor body has not considered fully how it will address the unmet standards from the previous inspection in a clear and cohesive manner.
- At the last inspection, the capacity to bring about school improvement was acknowledged. Since then, staff have visited other faith schools to consider how subject

curriculums can be sequenced. However, the proprietor body has not fully considered the scope of the issues that link to the school's curriculum. It has not engaged with any external authorities to support its own development.

- This previously unmet requirement of the standards remains unmet.

*Paragraphs 34(1)(c)*

- The PSHE curriculum helps pupils to understand different types of safety. For example, they learn about the laws associated with the use of online platforms. Pupils' well-being and mental health is given priority in school.
- Pupils recognise and appreciate the values of British society. They can recall how, through the school's curriculum, they are given opportunities to understand and live out these values. For example, some pupils can recall their visits to a court of law.
- The school continues to meet the requirement of this standard.
- Some of the previously unmet standards in this part continue to be unmet.

## **Compliance with regulatory requirements**

The school does not meet 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.

## School details

Unique reference number	131119
DfE registration number	892/6012
Inspection number	10366425

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 category	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	169
Of which, number on roll in sixth form	22
Number of part-time pupils	0
Proprietor	Jamia Al-Hudaa
Chair	Akhtar Ghouri
Headteacher	Maha Abu-Taha
Annual fees (day pupils)	£0 to £3,300
Telephone number	0115 9690800
Website	<a href="http://www.jamiaalhudaa.com">www.jamiaalhudaa.com</a>
Email address	<a href="mailto:admin@jamiaalhudaa.com">admin@jamiaalhudaa.com</a>
Dates of previous standard inspection	19 to 21 September 2023

## Information about this school

- The school changed proprietor on 30 September 2024. The school proprietor is now Jamia Al-Hudaa, which is listed as a limited company.
- The school is an Islamic school. It provides a faith-based curriculum alongside the national curriculum.
- Jamia Al-Hudaa is an independent boarding school for girls aged 11 to 19 years. The

school provides day and boarding provision. The boarding provision is housed in a building adjacent to the school.

- The school does not use any alternative provision.
- The school's previous standard inspection took place from 19 to 21 September 2023. The school received an overall judgement of requires improvement.
- Parents and carers make a contribution towards the school's annual fees, according to their ability to pay.

## 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 that 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.
- This was the school's first progress monitoring inspection since the previous standard inspection. In line with the commission, the inspection was conducted without notice.
- The DfE required the school to submit a statutory action plan. Ofsted evaluated the action plan on 12 April 24. The plan was deemed to be not acceptable. The DfE rejected the plan. The school has not completed an amended plan.
- The inspector met with senior staff, including those with responsibility for safeguarding, the school's curriculum and personal development. A meeting was held to consider the school's careers advice and guidance programme.
- The inspector met with representatives of the proprietor body. The chair of the proprietor body joined the meeting by telephone.
- The inspector visited lessons and discussed the planned curriculum with leaders. Meetings were held with staff and pupils during the inspection.
- The inspector reviewed the school's single central record, records for safeguarding and behaviour logs.

## Inspection team

Shaheen Hussain, lead inspector

His Majesty's 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)(h) that all pupils have the opportunity to learn and make progress; and
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 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(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; and
  - 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 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.

*Standards that were met at the previous inspection, but are now judged to not be met at this inspection*

## **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.

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

### **Part 1. Quality of education provided**

- 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; and
- 2(2)(e)(iii) helps to encourage them to fulfil their potential.
- 3(f) utilises effectively classroom resources of a good quality, quantity and range.

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