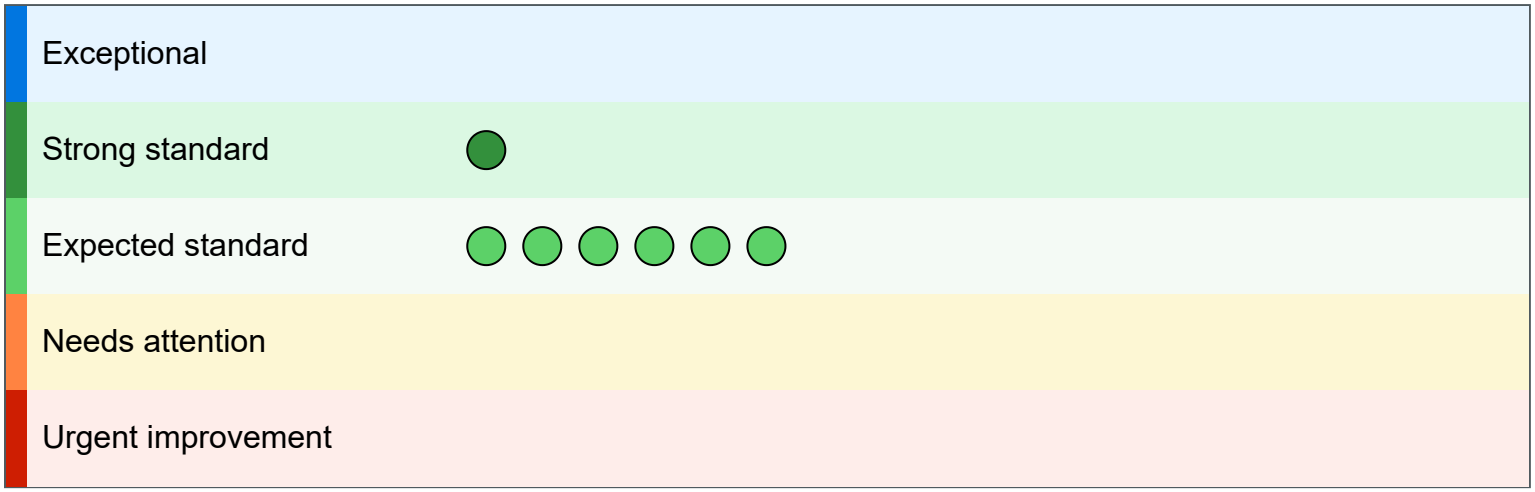
Madinatul Uloom Al Islamiya School

Address: Heath Lane, Summerfield, Kidderminster, Worcestershire, Worcestershire, DY10 4BS

Unique reference number (URN): 117044

Inspection report: 10 February 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- Insufficient evidence: Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Strong standard

Attendance and behaviour

Strong standard

Attendance is a clear strength. Pupils value their education and attend regularly, reflected in the school's high overall attendance and pupils' rapidly improving punctuality. Leaders maintain rigorous oversight of attendance, analysing trends across individuals and groups, including day pupils and those who may be more vulnerable. Staff act swiftly and effectively when attendance dips, providing early, targeted support that helps pupils return to strong attendance patterns. Well-designed strategies have secured sustained improvements, ensuring pupils benefit fully from the school's high-quality provision.

Pupils' behaviour is consistently exemplary. They conduct themselves with maturity, respect and a strong sense of responsibility. Movement around the site is calm and orderly, and lessons proceed with a purposeful focus, enabling uninterrupted learning. Classrooms are characterised by quiet industry and mutual respect. Staff model clear, consistent expectations and use relational, well-judged approaches that help pupils understand the consequences of their actions and resolve any issues with integrity. The school's Islamic ethos underpins this culture, giving pupils a shared framework for behaviour that they respect and uphold.

Leaders' work to prevent, identify and address bullying is proactive and effective. Pupils report that bullying is rare and express strong confidence in staff to act quickly and fairly if concerns arise. Leaders analyse behaviour and pastoral information with precision. Their systems provide a coherent, real-time overview of patterns and outliers, enabling them to intervene early, tailor support thoughtfully and sustain highly positive conduct. Leaders' consistent recognition of pupils' positive choices reinforces the deeply embedded culture of belonging and responsibility.

Expected standard

Achievement

Expected standard

Pupils generally achieve well across the curriculum. They recall prior learning securely and use it confidently when tackling new ideas. Leaders' sustained focus on strengthening reading and writing has had a clear and positive impact. Historical gaps, especially for pupils with weaker foundational literacy, are closing because support is carefully targeted and consistently delivered.

Where pupils have gaps in subject knowledge, teachers identify them promptly through in-lesson checks and make sure that pupils revisit missed or misunderstood content. This helps pupils keep pace with their peers and deepen understanding over time. Pupils who need additional help, including disadvantaged pupils, those with special educational needs and/or disabilities, and pupils known or previously known to social care, benefit from timely, well-focused interventions, such as one-to-one support and after-school catch-up sessions.

Most older pupils are achieving reasonably well, and the school's approach is ensuring they are increasingly well prepared for national examinations and for their next steps in education.

Curriculum and teaching

Expected standard

Leaders have designed a coherent curriculum that sets out clearly what pupils should learn in each subject and how knowledge builds over time. They identify the vocabulary and concepts that matter most and show how these develop as pupils progress through the school. In subjects such as history, Arabic and science, pupils' work increasingly reflects this planned sequence and growing security of knowledge. Leaders review the curriculum regularly and refine its order and content so that teaching is well structured and purposeful.

Teaching supports pupils to learn the curriculum with confidence. Staff explain new ideas with clarity and model the steps needed to approach more complex content successfully. Teachers draw on secure subject knowledge, which helps them break learning down precisely, anticipate pupils' misconceptions and choose resources that make key concepts easier to understand. Pupils respond positively: they listen carefully, stay focused and use prior learning to tackle new ideas.

In many classes, teachers routinely check pupils' understanding and address misconceptions quickly. However, this is not consistent across all subjects. At times, checking is not careful enough or some teachers do not revisit pupils' errors thoroughly enough. Similarly, while adaptive teaching is developing, some teachers do not always use baseline or diagnostic information well enough to tailor explanations or tasks for the full range of pupils' needs.

Inclusion

Expected standard

Leaders take a thoughtful and well-informed approach to understanding what pupils need in order to achieve well at school. They draw on a wide range of information, including prior attainment, transition records, parental insight and, where relevant, information from social care, to develop an accurate picture of every pupil. This helps leaders identify pupils who may be particularly vulnerable, including disadvantaged pupils, those with emerging literacy needs, those with special educational needs and/or disabilities, and those known or previously known to children's social care. Leaders' careful analysis means that pupils receive timely, tailored support that reduces barriers to learning and participation.

Support extends beyond classroom adaptation. Leaders have established a coherent, graduated approach that brings together targeted intervention, structured routines, pastoral guidance and, where needed, specialist external advice. Pupils who need help benefit from calm, predictable structures, explicit teaching of vocabulary, smaller steps in learning and individual or small group programmes that build confidence and independence. Leaders also provide responsive pastoral support for pupils experiencing personal, emotional or social challenges, ensuring that their wellbeing needs are addressed alongside their academic needs.

Leaders check carefully whether support is working. They track how well pupils are keeping up with the curriculum, refine provision where needed and engage families closely in

decision-making. Staff receive the training they need to understand pupils' profiles and to respond consistently and effectively across subjects.

Leadership and governance

Expected standard

Leaders have a clear and accurate understanding of what the school does well and what still needs to improve. Their work focuses sharply on the aspects of provision that make the greatest difference to pupils. Leaders' recent actions have strengthened the curriculum, improved safeguarding practice, supported exemplary behaviour and contributed to a positive, professional culture across the school. The school's ethos provides an important context for leaders' expectations and decision-making.

The proprietor ensures that the independent school standards are consistently met. Evidence from safeguarding, curriculum documentation, premises, behaviour, attendance, information provision and complaints handling demonstrates that the school complies with all parts of the standards. The proprietor maintains effective oversight through systematic monitoring and ensures that statutory responsibilities are fulfilled reliably.

Trustees play an active and constructive role in governance. They scrutinise key areas, such as safeguarding, curriculum implementation, attendance and behaviour, and use their understanding of the school to support and challenge leaders appropriately. Their oversight contributes to sustained improvement and helps ensure that leaders continue to meet their legal and regulatory duties.

Staff training is purposeful and increasingly subject specific. Leaders skilfully use external expertise to strengthen classroom practice and build staff knowledge over time. Leaders are mindful of staff workload and wellbeing. They take considered decisions so that professional expectations remain manageable and development remains coherent.

Leaders' evaluation of provision identifies appropriate improvement priorities, including refining checks on learning, ensuring staff adapt teaching confidently and strengthening subject-level review. However, evaluation is not yet consistently precise. This sometimes limits the clarity of improvement planning and the pace with which leaders embed practice securely across all subjects.

Personal development and wellbeing

Expected standard

The school provides a well-planned, coherent programme for pupils' personal development that reflects its ethos and statutory expectations. Relationships and sex education meets national requirements and is delivered in age-appropriate ways. Pupils learn about healthy relationships, consent, discrimination, and online safety in a structured sequence that helps them make sensible, well-informed decisions. Leaders ensure that pupils receive balanced information that prepares them to participate confidently in a diverse modern society. The school's work to promote pupils' understanding of fundamental British values, including respect for the rule of law, individual liberty and tolerance of others' beliefs, is effective and threaded thoughtfully through the wider curriculum.

Daily routines, such as assemblies, the morning programme and evening reflections, encourage pupils to reflect on moral choices, social responsibilities and how their actions

affect others. These opportunities help pupils think carefully about their values and consider different perspectives. Pupils show awareness of a range of protected characteristics and demonstrate maturity in how they treat others. Many enjoy taking on meaningful responsibilities and contributing positively to the school community.

The wider curriculum supports pupils' growth tremendously well. Pupils learn how to maintain their physical and mental health and how to manage risk safely, including online. They engage in arts, cultural and community activities that broaden their experiences and interests. Leaders ensure that all pupils, including disadvantaged pupils, those with special educational needs and/or disabilities, and those who may be more vulnerable, benefit fully from these opportunities. Leaders track participation and adapt provision where needed so that no pupil is left behind.

Careers education is appropriate and increasingly well sequenced. Pupils receive guidance from external professionals and learn from encounters with local employers. They understand the range of future pathways available to them and what they need to do to achieve their goals. Opportunities for structured discussion help pupils articulate their views confidently and deepen their understanding as they move through the school.

Post 16 provision

Expected standard

The sixth-form curriculum offers a clear and balanced choice of academic and vocational courses. These pathways reflect students' interests and provide suitable routes into further study, training or employment. The specialist Islamic studies programme enriches this offer and complements students' academic learning without narrowing their options.

Students achieve securely across their programmes of study. Most develop the knowledge and skills they need to progress, building confidently on what they have learned previously. Where gaps in understanding emerge, teachers act promptly to address them. As a result, students typically make steady progress through their chosen courses and are increasingly well prepared for national examinations and their next steps.

Teaching supports students' ambition and motivation. Teachers check understanding in lessons and adapt explanations or activities when needed. Leaders place appropriate emphasis on accurate assessment, though some minor variations persist in the consistency and precision of assessment practices across subjects. Students benefit from approachable staff, effective pastoral care and thoughtful guidance, which help them stay focused and manage the demands of sixth-form study.

Leaders track students' destinations carefully. They gather relevant information about where students go after leaving the sixth form and use this insight to evaluate the impact of the provision. This helps leaders refine guidance and strengthen the support that students receive as they plan for higher education, apprenticeships or employment.

What it's like to be a pupil at this school

Pupils experience a deep sense of belonging at Madinatul Uloom. They describe the school as a close community where they feel known, understood and safe. Staff form warm, respectful relationships with pupils and act promptly when pupils seek advice or support. This trust helps pupils feel secure during lessons and social times. Pupils know who to approach if they are worried about something, and they are confident that staff will respond appropriately. Leaders' clear, relational approach ensures that any concerns about unkindness or bullying are dealt with quickly and effectively, so that pupils feel protected and able to focus on learning.

Pupils behave with consistent maturity and courtesy. The school's calm routines help them stay focused, work purposefully and contribute positively to the learning of others. They understand how their behaviour influences the wider school environment and rise to the expectations set for them. Attendance is high, reflecting pupils' commitment to their education and the importance that families and leaders place on regular attendance. Leaders identify patterns swiftly and intervene effectively when a pupil's attendance dips, ensuring that pupils benefit from stability and continuity in their learning.

In lessons, pupils engage attentively and take pride in producing thoughtful, well-presented work. They build confidence over time, drawing on teachers' clear modelling and subject expertise. Classrooms are settled and purposeful, and pupils demonstrate readiness to discuss, collaborate and improve.

Beyond the classroom, pupils benefit from experiences that broaden their moral, social and cultural understanding. Assemblies, enrichment opportunities and personal development sessions encourage them to think carefully about their responsibilities, healthy relationships, consent, respect for others and how to stay safe online. These opportunities help pupils understand themselves and contribute positively to their communities.

The school shapes pupils' character, confidence and aspirations. Pupils leave the school well prepared for their next steps, with a clear sense of identity, purpose and belonging.

Next steps

- Leaders should improve the consistency and effectiveness with which teachers check pupils' understanding and address misconceptions across all subjects to ensure that pupils, including those with literacy needs, secure the essential knowledge that they need.
- Leaders should ensure that staff consistently use information about pupils' specific learning needs to adapt teaching to meet their needs.
- Leaders should ensure that their evaluation of school provision leads to more precise identification of school improvement priorities. They should also ensure that the actions they take are implemented with greater rigour so that they have the intended impact.

About this inspection

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with senior leaders, staff, trustees and groups of pupils during the inspection. They considered a range of evidence, including visits to lessons, scrutiny of pupils' work, discussions with pupils, and reviews of safeguarding and behaviour information. Inspectors also reviewed documentation relating to the curriculum, attendance and the school's systems for monitoring pupils' needs and progress.

Inspectors reviewed the school's single central record of pre-employment checks and checked that the school's safeguarding policy is published and available to parents and carers. The safeguarding requirements of the independent school standards were met.

The boarding provision was not part of this inspection; as a result, paragraphs 8(a), 8(b) and paragraph 30 were not checked and are recorded as 'insufficient evidence', although all other applicable requirements in Parts 3 and 5 of the independent school standards were met.

The inspectors confirmed the following information about the school:

The school is an independent faith school with an Islamic religious ethos.
The school provides full-time education for boys aged 11 to 24.
The school is registered to admit up to 275 pupils.
At the time of the inspection, 205 pupils were on roll.
The school does not use any alternative provision.
The school operates from the following address: Heath Lane, Summerfield, Kidderminster, Worcestershire DY10 4BS.
The proprietor of the school is the Madinatul Uloom Al Islamiya Board of Trustees.
The chair of the proprietor body is Ahmed Patas.
The school's email address is info@madinatul-uloom.org.
The fees currently charged are £3,575 per year for day pupils.

Abdullah Memi: Headteacher

Independent school standards

Independent school standards are either met or not met for each category.

1. Quality of education provided Standards met

All standards have been met.

2. Spiritual, moral, social and cultural development of pupils Standards met

All standards have been met.

3. Welfare, health and safety of pupils Insufficient evidence

Inspectors were unable to gather sufficient evidence to judge whether the following standards are met:

Paragraph 8

Where section 87(1) of the 1989 Act[1] applies in relation to a school the standard in this paragraph is met if the proprietor ensures that–

(a) arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and

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

4. Suitability of staff, supply staff, and proprietors Standards met

All standards have been met.

5. Premises of and accommodation at schools Standards met

All standards have been met.

6. Provision of information Standards met

All standards have been met.

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7. Manner in which complaints are handled Standards met

All standards have been met.

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8. Quality of leadership in and management of schools Standards met

All standards have been met.

Lead inspector:
Chris Pollitt, His Majesty's Inspector

Team inspectors:
Sandy Hayes, Ofsted Inspector
Gareth Morgan, His Majesty's Inspector
Antony Bradshaw, His Majesty's Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 10 February 2026

Total pupils

205

School capacity

275

Pupils with an education, health and care (EHC) plan

N/A

Pupils with special educational needs (SEN) support

N/A

Our grades explained

Exceptional 🔵

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 🟢

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Insufficient evidence

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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