

Jamia Al-Hudaa Residential College

Independent School

Inspection report

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| DfES Registration Number | 892/6012 |
| Unique Reference Number | 131119 |
| Inspection number | 301541 |
| Inspection dates | 9-10 May 2007 |
| Reporting inspector | Mrs Michèle Messaoudi AI |

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

Information about the college

Jamia Al-Hudaa Residential College is an independent Muslim college that opened in September 1996 and provides education and residential facilities to girls aged eleven to eighteen years. It operates an admission policy of selection by ability. The primary section opened in September 2003 and provides full-time primary education to boys and girls aged four to eleven years. The majority of pupils have English as an additional language (EAL). There are four pupils with specific learning difficulties in the primary section. The college is situated in a quiet part of Nottingham and housed in a large Victorian building that used to be a children's hospital. It was last inspected by Ofsted in 2003 and by the Commission for Social Care Inspection (CSCI) in 2006. It aims to *'provide the best education in an Islamic environment through the knowledge of the Qur'an and the Sunnah ... and to equip pupils with the skills and confidence to face the realities of adult life and improve their opportunities for future careers.'*

Evaluation of the college

Jamia Al-Hudaa Residential College provides a satisfactory quality of education. As a result, pupils make at least satisfactory progress. Parents and pupils have expressed a high level of satisfaction with the *'alimah'* (Islamic theology) programme that is a real strength of the curriculum, enabling pupils to achieve highly in Arabic as well as in Islamic sciences. The provision for pupils' spiritual, moral, social and cultural development is outstanding. Pupils' welfare, health and safety are promoted satisfactorily. The college has made sound improvements since the last inspections, and so, it complies with nearly all of the regulations and meets most of the national minimum standards for boarding schools.

Quality of education

The quality of education is satisfactory, underpinned by a curriculum that is satisfactory with good features. In the primary section, it is broad and balanced and is successful in developing a wide range of skills in National Curriculum subjects taught through a thematic approach, as well as through Arabic, Islamic and Qur'anic

studies. It is enriched by a wide range of educational visits, extra-curricular activities and community links. The managers have correctly identified that the planning of skills in some areas of the primary curriculum needs improving, such as in physical education (PE), in art and in information and communication technology (ICT). The college curriculum offers a very good breadth of Islamic sciences taught in English and in Arabic, designed as a seven-year *alimah* course from Years 7 to 13, or as a short three-year course for post-16 pupils. This programme is taught by subject specialists with an emphasis on a high standard of Arabic to enable pupils to access original sources. The curriculum also comprises core National Curriculum subjects, with the addition of Bengali, Urdu and religious education/Islamic studies. Post-16 pupils can take examinations in Arabic and Urdu at Advanced level. Pupils feel that educational visits would enliven their learning. They would also like to widen their aesthetic and creative experiences which, at present, they gain through learning *tajweed* (melodic style of Qur'anic recitation) to a very high standard and preparing drama and *nasheed* (Islamic songs) presentations. Personal, social, and health education and citizenship are taught mainly through Islamic studies and other subjects. The planning of the curriculum is generally satisfactory. However, the curriculum policy does not give teachers any guidance on planning and on methods to be used. It does not outline a strategy for raising standards of literacy and numeracy across subjects. The curriculum is adequately resourced and the college strives to continue to build up its resources. However, pupils would welcome access to a public library.

The quality of teaching and assessment is satisfactory, with much teaching being good. There are a number of common strengths in most lessons. Teachers and teaching assistants have very good relationships with their pupils and they give effective support to individuals. Pupils respond by being highly motivated, working hard and persevering with their tasks. Teachers prepare lessons well, using their secure subject knowledge and available resources. They assess and move on pupils' learning through effective questioning. However, they do not always use the skills and strategies required to enable all pupils to reach their full potential. For example, activities do not always match pupils' needs sufficiently closely to enable them to make faster progress; and whilst some teachers give pupils opportunities to solve problems in pairs and in groups and to discuss ideas, adding much enjoyment to their learning, others tend to dominate the lesson, restricting pupils' opportunities to contribute actively to their learning. Another common characteristic of most lessons is the effective way in which teachers develop pupils' speaking and listening skills, which is crucial to learners of EAL. Despite this strength, reading and writing skills are not developed consistently across the curriculum. Assessment is satisfactory. Teachers give pupils good feedback in lessons and mark their work regularly but often do not make comments for next steps in their learning or how to improve their work. There is a good range of strategies for testing and assessing pupils' progress. However, the systems for assessing pupils' learning and for monitoring their progress are not rigorous enough to inform the college of how best to improve the teaching and learning. The college has made a start on improving its assessment procedures.

As a result of the satisfactory curriculum and teaching, and of pupils' high motivation, all pupils make at least satisfactory progress over time. Pupils' performance in the 2006 Key Stage 2 national tests was in line with national expectations. Pupils' performance at GCSE level over the past years has been above or well above local and national averages. However, there is evidence that some of them are capable of even higher achievement. The *alimah* course subjects are examined internally and pupils achieve particularly highly in Arabic and in Islamic sciences.

Spiritual, moral, social and cultural development of the pupils

Provision for pupils' spiritual, moral, social and cultural development is outstanding, as reflected in their good attendance, their exemplary behaviour, and their courtesy, self-confidence, maturity and friendliness. The recent welfare inspection report by the CSCI described '*a caring and nurturing environment*', a judgement with which this inspection agrees. Pupils have a strong sense of Islamic identity, nurtured through the Islamic ethos, the curriculum and the excellent role models provided by staff. Their spiritual development is enhanced by numerous opportunities for reflection and translating faith into action.

They enjoy their learning and when asked what they like best about the college, they replied enthusiastically: '*definitely the curriculum and the teachers; they really care about us.*' The older pupils explained how much they valued the opportunity to take the *alimah* course and to become proficient in Arabic. They feel that this widens their career prospects as well as deepens their knowledge of Islamic teachings. Their high achievement in core subjects and languages gives them a solid foundation for their future economic well-being. Although they receive careers advice and have opportunities for work experience, some pupils feel that they should receive this information in Key Stage 3. The younger pupils develop all the basic skills required for the next stage of their education.

Pupils of all ages take on responsibility willingly; older pupils help younger pupils round the college or pupils volunteer to become 'peace maker' to resolve playground disputes. The college council has a voice in the running of the college. However, the older pupils feel they could participate more in decision making. Pupils make suggestions for improvement: for example, the younger pupils have received playground equipment at their request. Pupils contribute generously to charities, such as a school for orphans in Kenya. Pupils' social and cultural development is fostered successfully through curricular and extra-curricular activities and they are prepared well for life in a multicultural society.

Welfare, health and safety of the pupils

This aspect of the provision is satisfactory overall and the day-to-day care of pupils is good. There are adequate policies and procedures in place to minimise risks in all circumstances. The college has a satisfactory level of fire safety. However, it does not comply with the regulations on safeguarding children as staff have just begun to

update their training, policies and procedures. The college fulfils its obligations under the Disability Discrimination Act 2002.

Pupils feel safe owing to the good care they receive from the teaching and residential staff and owing to the calm environment. Bullying is rare and it is dealt with promptly and effectively. Pupils treat each other and adults with respect, resulting in excellent relationships in the college. However, there is a perception among a small minority of older pupils that some staff do not treat all pupils fairly. Pupils understand clearly why it is necessary to eat well-balanced meals and take enough exercise to keep healthy. The school's healthy eating policy, 'Sweet for a Treat', also promotes healthy eating. The catering staff promote healthy eating successfully by using fresh ingredients to cook tasty and nutritious meals appreciated by all. Pupils enjoy taking part in sports activities outside lessons.

Suitability of the proprietor and staff

The college has yet to update its recruitment policy to comply with regulations. The college carries out most of the necessary checks to verify staff's suitability to work with children. For example, all staff are checked with the Criminal Records Bureau to ensure their suitability to work with children. However it falls short of some other requirements. It sometimes accepts testimonials instead of references. It does not always verify each candidate's full employment history. It does not state that employment is confirmed only once all checks have been carried out successfully. Consequently, neither does it comply with two of the staffing recruitment requirements of the national minimum standards for boarding schools.

College's premises and accommodation

The programme of maintenance and refurbishment of the premises and grounds ensures that pupils can learn safely and securely. The teaching accommodation is spacious and comfortable, with specialist rooms for ICT, science, PE and study. Pupils benefit from the extensive grounds surrounding the college for relaxation and exercise. The primary section has planned to improve its outdoor area to offer pupils more adventurous play. The residential provision is satisfactory.

Provision of information for parents, carers and others

The college provides accurate information to parents and others mainly through prospectuses and newsletters. Parents meet their children's teachers twice a year to discuss their progress. The reports they receive provide detailed information, including subject-specific comments, but not always the next learning step.

Procedures for handling complaints

The college has rigorous procedures for dealing with complaints fairly.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of the curriculum (standard 1) and must:

- develop more rigorous systems for assessing the progress of individual pupils and analyse this data to determine the school's plans for how to improve teaching and learning (paragraph 1(3)(g)).

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- prepare and implement written policies to safeguard and promote the welfare of children who are pupils at the school in compliance with Department for Education and Skills guidance *Safeguarding children and safer recruitment in education* (2007) (paragraph 3(2)(b)).

The school does not meet all requirements in respect of suitability of proprietor and staff (standard 4) and must:

- prior to the confirmation of the appointment of all staff, carry out appropriate checks to confirm their previous employment history, character references and, where appropriate, qualifications and professional references and ensure that such information has been taken into account in determining whether their appointment will be confirmed (paragraph 4(c))
- comply with Standard 38 of the National Minimum Standards for Boarding Schools (paragraph 4(d)).

What the college could do to improve further

While not required by the regulations, the college might wish to consider the following points for development:

- matching tasks to the needs of each pupil more closely
- implementing a whole-school strategy to develop literacy and numeracy across all subjects.

College details

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| Name of college | Jamia Al-Hudaa Residential College | | |
| DfES number | 892/6012 | | |
| Unique reference number | 131119 | | |
| Type of college | Muslim day primary, day and residential secondary/sixth form college | | |
| Status | Independent | | |
| Date college opened | September 1996 (11-18) September 2003 (4-11) | | |
| Age range of pupils | 4-18 | | |
| Gender of pupils | Mixed in the primary; girls 11-18 | | |
| Number on roll (full-time pupils) | Boys: 21 | Girls: 209 | Total: 230 |
| Number of boarders | Boys: 0 | Girls: 125 | Total: 125 |
| Number of pupils with a statement of special educational need | Boys: 0 | Girls: 0 | Total: 0 |
| Number of pupils who are looked after | Boys: 0 | Girls: 0 | Total: 0 |
| Annual fees (day pupils) | £1,644 (primary); £0-2,200 for 11-16; £0-1,200 for post-16 | | |
| Annual fees (boarders) | £0-3,200 for 11-16; £0-2,100 for post-16 | | |
| Address of college | Forest House Berkeley Avenue Mapperley Park Nottingham Nottinghamshire NG3 5TT | | |
| Telephone number | 01159 690800 | | |
| Fax number | 01159 690818 | | |
| Email address | admin@madnitrust.com | | |
| Headteacher | Mrs Maha Abutaha | | |
| Proprietor | Madni Trust | | |
| Reporting inspector | Mrs Michèle Messaoudi Al | | |
| Dates of inspection | 9-10 May 2007 | | |