

Jamia Al Hudaa

Independent School

Inspection report

DCSF Registration Number	373/6030
Unique Reference Number	134574
Inspection number	320166
Inspection dates	5-6 February 2008
Reporting inspector	Sheila Ann Boyle

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 Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

Jamia Al Hudaa is an independent Muslim school, which provides day and residential education for boys. It is part of Madni Trust, a registered charity. The school opened in 2002 and received registration in 2006. It admits boys aged 11 to 16 years. Currently there are 64 pupils on roll. Most of the boys are from minority ethnic backgrounds, mainly of Asian or Black origin. About a quarter of the boys' attend daily, living locally in Sheffield. The majority of the boarders are from the United Kingdom but a few are from overseas. No pupils have a statement of special educational needs (SEN) and none are at the early stages of acquiring English. The curriculum reflects the traditional Darul Uloom where Islamic studies are taught in the morning followed by a secular curriculum, including some subjects of the National Curriculum, in the afternoon. The school aims; *'to provide a relaxed environment where boys can study Islamic sciences alongside National Curriculum subjects; to ensure that the new generation of Muslims are graced with Islamic values; and capable of becoming valued British citizens'*. The boarding provision was last inspected by the Commission for Social Care Inspection (CSCI) in December 2005. This is the school's first published inspection report by Ofsted.

Evaluation of the school

Jamia Al Hudaa provides a satisfactory standard of education. Pupils are safe and well cared for at school. Their behaviour is good. Relationships between adults and pupils and between pupils themselves are very good. Teaching and the curriculum in Islamic sciences and in Arabic are good, but the secular curriculum is inadequate because it does not yet prepare pupils well enough for the experiences, responsibilities and challenges of adult life. Pupils make good progress in Islamic sciences and in Arabic, however, teaching and learning is more variable in secular subjects but satisfactory overall. Assessment information is not being used effectively to plan lessons of consistently good quality in National Curriculum subjects. Provision for pupils, social and cultural development is satisfactory and their moral and Islamic spiritual development is good. Pupils have a very limited understanding of faiths and cultures different from their own. Health and safety procedures are fully effective and arrangements for safeguarding pupils are satisfactory. The school's managers have a realistic view of their school and the need for developments. They fully recognise the issues raised in this report.

Quality of education

The quality of the curriculum overall is inadequate because, although the school's Islamic curriculum, including Islamic sciences and Arabic, is good, provision for the secular curriculum is inadequate. The school has a satisfactory curriculum policy. Arabic and Urdu are taught as modern foreign languages through speaking and listening, reading and writing, *nahw* (syntax) and *tasreef* (morphology); Arabic grammar is also included in this provision. Study of *hadith* (the traditions of the prophet) covers moral teachings and social life at various levels. All six areas of learning in the secular curriculum are adequately covered. There are schemes of work for all subjects taught apart from physical education (PE). However many schemes and lesson plans lack consistency and their quality is far too variable. Personal, social and health education including citizenship is taught through aspects of the curriculum, and mostly through the subjects of Islamic sciences. However, there are too few opportunities for pupils to develop the skills and experiences necessary for adult life. The provision for careers education for example, and work experience are underdeveloped and pupils have limited opportunities to take on responsibilities, work independently and have their views heard. Assessment information in relation to the National Curriculum is not being used effectively to plan work that is consistently challenging. Extra curricular provision is limited. Pupils and some parents would like to widen the range of activities and in particular sporting and recreational activities. Inspectors agree. There are not enough opportunities for pupils to visit places of local and national interest or to receive visitors from different walks of life, to widen pupils' perspective on life.

The quality of teaching and assessment is satisfactory overall. The quality of teaching and learning in Islamic science and in Arabic is good because these teachers are well qualified and have very good subject knowledge. They set work that is generally appropriate for the ages and abilities of the pupils. Homework is set regularly to reinforce effectively what is learned in lessons. Teaching in secular subjects is less effective; it ranges from good to inadequate and is satisfactory overall. Differences in teaching between Islamic and secular subjects are reflected in the progress made by pupils particularly in core subjects where progress is only just satisfactory. The results of GCSE examinations taken in 2007 show that the majority of pupils did better in subjects from Islamic sciences than in National Curriculum subjects. The strength in teaching in all subjects is that adults form very good relationships with pupils and manage their behaviour well. However, the teaching methods used in some secular lessons do not sufficiently engage or motivate the pupils. In too many of these lessons there is an over reliance on direct instruction and on the completion of work sheets and, too often, opportunities for discussion, debate and independent learning are missed.

In satisfactory lessons insufficient use is made of assessment information to ensure that work is effectively matched to pupils' capabilities. Lesson plans are generally inadequate. Work is too often pitched at the middle ability group and this means that the less able find activities too difficult and the more able too easy. Where teaching

is weakest pupils are given unproductive and mundane activities to do and this means time is not used effectively. In English not enough time is devoted to writing and insufficient attention is given to improving pupils' spelling, the use of tense and punctuation errors. Pupils are spending too much time working through exercises from text books. They are not doing enough free writing across a sufficient range of genres, and most do not write in a fluent joined style. In mathematics, there is an over reliance on working from textbooks that focus mainly on calculation activities. Insufficient attention is being devoted to investigative and problem solving work in both mathematics and science.

Spiritual, moral, social and cultural development of the pupils

Provision for pupils' social and cultural development is satisfactory. Attendance is good. The school's contribution to pupils' moral and Islamic spiritual development is good. The strong Islamic ethos and the teaching of Arabic ensure that pupils develop a very secure understanding of their Muslim beliefs and customs. Through the study of the Qur'an and taking part in daily prayers pupils develop a real sense of identity and self-worth as to what it means to be a Muslim in the modern world. In contrast, pupils have a very limited understanding of other religions and cultures different from their own. The school does not provide pupils with enough information about the public institutions and services in England. Pupils have well developed moral values. Their behaviour is good and they show respect to their teachers and each other. Pupils co-operate well together and are developing the necessary social and personal skills for life in an Islamic society, however, they have too few opportunities to develop these skills in the wider community or take on responsibilities within the school. Pupils say that they would like to be more involved in community activities and in decision-making. Inspectors agree.

Welfare, health and safety of the pupils

The provision for ensuring the welfare, health and safety of pupils, in all circumstances, is satisfactory. The vast majority of pupils said that they feel safe and well cared for at school. Arrangements for ensuring child protection are suitable and the named person is appropriately trained. Further refresher training is planned for the child protection officer. First aid provision is good and an appropriate number of staff are trained in this. The names of those trained in first aid are not displayed in a prominent place. The school has zero tolerance towards bad behaviour and its anti-bullying policy meets requirements. In lessons such as science, Islamic studies and physical education pupils are taught the benefits of staying safe and eating healthy diets. The school meets the requirements of the Disability Discrimination Act (2002).

Suitability of the proprietor and staff

The school has a suitable recruitment policy and the required checks on staff are made before their appointment is confirmed. Records of checks made are maintained in the prescribed manner.

School's premises and accommodation

The premises are fit for purpose. The building was originally a secondary school; it has been suitably converted to meet its current needs. The accommodation has specialist facilities for information and communication technology, a science laboratory, a library, a multi-purpose hall and a prayer room. There are good outside play facilities. The building is adequately maintained and kept tidy and clean. The school meet the requirements of the regulations.

Provision of information for parents, carers and others

The prospectus provides appropriate and useful information about the schools' staffing, curriculum and ethos. Satisfactory written reports are sent to parents each year, and they are kept suitably informed about their children's attainment and progress. The vast majority of parents who responded to the pre-inspection questionnaire felt comfortable about approaching the school to resolve issues, ask questions or deal with any concerns.

Procedures for handling complaints

The school's procedures for handling complaints meet the regulations. Nevertheless, timescales for responding to complaints at each stage are rather long and the school intends to address this issue.

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:

- ensure appropriate plans are in place for all National Curriculum subjects and schemes of work are produced and implemented for physical education (paragraph 1(2))
- ensure the school provides appropriate careers guidance for pupils (paragraph 1(2)(g))
- ensure that there is adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life (paragraph 1(2)(j))
- ensure that all lessons are well planned, activities are challenging and class time is used wisely (paragraph 1(3)(c))
- ensure teachers take pupils' needs, aptitudes and prior attainment into account when planning lessons (paragraph 1(3)(d))

- improve marking and ensure assessment information is used effectively to plan teaching so that all pupils make progress according to their capabilities (paragraph 1(3)(g)).

The school does not meet all requirements in respect of pupils' spiritual, moral, social and cultural development (standard 2) and must:

- provide pupils with a broad general knowledge of public institutions and services in England (paragraph 2(d)).

What the school could do to improve further

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

- display the names of staff who are trained in first aid in a prominent place
- ensure that the child protection officer attends the planned refresher training in safeguarding children on the specified date
- reduce the time for responding to complaints at each stage.

School details

Name of school	Jamia Al Hudaa
DCSF number	373/6030
Unique reference number	134574
Type of school	Muslim Secondary School
Status	Independent
Date school opened	October 2002
Age range of pupils	11-16
Gender of pupils	Boys
Number on roll (full-time pupils)	Boys: 64
Number of boarders	Boys: 45
Annual fees (day pupils)	£2,700
Annual fees (boarders)	£1,650
Address of school	Park House Bawtry Road Tinsley Sheffield S9 1WD
Telephone number	0114 2438000
Fax number	0114 2437041
Email address	zaheer@madnitrust.com
Headteacher	Mr Z. Rahman
Proprietor	Madni Trust
Reporting inspector	Sheila Ann Boyle AI
Dates of inspection	5-6 February 2008