

# Jamia Al-Hudaa School

Forest House, Berkeley Avenue, Nottingham NG3 5TT

Inspected under the social care common inspection framework

## Information about this boarding school

Jamia Al-Hudaa is an independent school that is registered to provide day and boarding education for girls aged 11 to 19 years. The boarding provision is housed within a building attached to the school. The school is managed by the Madni Trust, a registered charity. There are 160 students on roll. Of these, 133 are residential boarders. Boarders are mainly from the United Kingdom and Europe. The curriculum enables students to complete Islamic studies and study national curriculum subjects. The school is located in a residential area of Mapperly Park, Nottingham. The boarding provision was last inspected in April 2015.

**Inspection dates:** 19 to 21 June 2018

**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:** inadequate

**Date of last inspection:** 27 April 2015

## Key findings from this inspection

This boarding school requires improvement to be good because:

- Leaders and managers are not yet actively and regularly monitoring the quality of children's and young people's boarding experience.
- On one occasion, child protection procedures in respect of allegations against adults who work with children were not adhered to.
- The school leaders and staff should do more to seek children's and young people's views, and to use these views to influence the boarding provision.

The boarding school's strengths:

- Children and young people are polite, happy and confident. They reported that they enjoy the boarding experience.
- Children and young people who require additional support are identified. The additional support is then provided quickly.
- Staff address any concerning behaviours consistently across school and boarding. Information about progress and behaviours is shared with families. Children and young people understand and respond to this.

## 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 standards for boarding schools:

- 6.2 The school premises, 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.
- 11.1 The school ensures that: arrangements are made to safeguard and promote the welfare of pupils at the school and such arrangements have regard to any guidance issued by the Secretary of State.
- 13.1 The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.
- 17.1 Boarders are actively encouraged to contribute views to the operation of boarding provision, are able to raise concerns and make complaints, and their views are given appropriate weight in decisions about the running of the school. Boarders are not penalised for raising a concern or making a complaint in good faith.

## Recommendations

- Consider adding more detail to children and young people's health records, including action taken following an accident or a health issue. (NMS 3.1)
- Consider improving the quality of references received in the recruitment process by providing to referees more information regarding the responsibilities of boarding supervisors. (NMS 14.1)
- Consider improving the reviews of the boarding practice of staff by consistently maintaining detailed records of supervision. (NMS 15.1)

## Inspection judgements

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

The school leaders and staff do not currently do enough to secure children's and young people's views about their boarding experience. Actions that had previously been made to seek children's and young people's views have not been sustained:

- The student council is currently not functioning.
- The suggestions box available for children and young people is not being effectively used.
- Children and young people choose not to go to the independent listeners who are available.

These are missed opportunities to include children's and young people's views in the development of the school.

Although there is a formal complaints process, the younger children do not have the confidence to use it. It relies on children and young people themselves using the escalation process if they are not happy with the initial response. The complaints process should be reviewed so that it is more accessible for, and easily understood by, children and young people. Children and young people also said that they do not want to use the formal complaints process for small complaints. They would like an easier process for raising minor concerns.

Children's and young people's health needs are being met. Health plans have improved since the last inspection. However, records could be improved further. There should be more detail about actions taken and any follow-up actions required when there has been a health issue. This would help all staff to be alert to any health concerns.

Children and young people are making progress in education. Staff and leaders are

aspirational for them. Good routines help children and young people to focus on education. They are encouraged to complete homework in the evenings and they appreciate the opportunity to discuss studies with peers. Staff are available to support learning outside of school hours. Achievement and progress are celebrated and rewarded. There is generally good attendance. Part of the boarding experience that children and young people value is the opportunity to learn more about their religion.

The school has improved its progress tracking mechanisms. This means that children and young people who require additional support are known, and support is provided.

Children and young people are generally happy and confident. They are polite and engaging. They enjoy the boarding experience. They reported that 'they develop a community of friendship and support'. They said that there is always someone in the house who they can talk to, including friends and older students as well as supervisors.

Staff ensure that children and young people have regular contact with their families. Parents are contacted promptly by staff when there are health or welfare needs, as well as when there are concerns about behaviour or studies. Parents are also contacted when a student is doing well.

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

Children and young people feel safe. This includes feeling safe at night. There is a waking night supervisor with access to additional support from supervisors on site.

On one occasion, child protection procedures in respect of allegations against adults who work with children and young people were not adhered to. A decision was made by the designated safeguarding lead to investigate an allegation made by a child. It was not referred to the local authority designated officer at the time. In addition, due consideration was not given to the procedures relating to the use of reasonable force. Leaders took remedial action immediately during the inspection. A referral has been made and discussed with the designated officer. There are no concerns about the safety and welfare of children and young people at this time. A recommendation is made to ensure that procedures are followed by all staff and consideration is given to enhancing staff knowledge and understanding of the allegations process.

Children and young people understand behaviour expectations. Standards of behaviour are monitored with the use of a detailed behaviour management matrix. Parents are kept informed of any behaviour concerns.

Anti-bullying procedures have improved. Anti-bullying strategies have an increased profile within the school. A coordinator meets regularly with the designated

safeguarding officer to review the effectiveness of anti-bullying strategies and review any incidents. There are a low number of concerns and incidents. When there is a concern, parents are contacted promptly. Student anti-bullying ambassadors have been elected. They are enthusiastic about this role and proud of their involvement. However, they reported that recently they have not been involved in relevant meetings.

Staff have opportunities to access a range of appropriate child protection and safeguarding training. Staff regularly discuss their safeguarding responsibilities.

The school follows clear recruitment processes to ensure that staff are suitable to work with children and young people. This is organised well. However, recruitment would be strengthened if school leaders provided more detailed information about the responsibilities of boarding supervisors when they request references.

The designated safeguarding lead oversees all welfare concerns. In some cases, weekly meetings and a welfare plan are put in place to monitor students' emotional well-being. The safeguarding lead attends and contributes to multi-agency statutory meetings and has links with the local safeguarding children board.

Health and safety are generally good. The school has a facilities team that responds to any requests for repairs promptly. However, some food is being stored in children and young people's rooms that should be refrigerated.

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

Leaders and managers are not yet actively and regularly monitoring the quality of the boarding experience. There is also very limited evidence of robust scrutiny by the trustees and those who oversee the leaders and managers of the school. This means that some aspects of the boarding experience have not improved. Leaders are consulting with trustees and seeking external advice on how to improve quality assurance systems.

Performance management of boarding staff has improved. This improvement is underpinned by a more detailed job description. The new job description means that there is a shared understanding of the boarding staff's role, and that performance can be measured against clear criteria. Staff receive training and participate in regular team meetings. However, detailed supervision records are not maintained.

One of the current pressures for leaders and trustees in managing the school is the continuous expense of the maintenance of the school, boarding accommodation and grounds. This has an effect on their ambitious plans for the development of the boarding accommodation. Maintenance is generally good which means that accommodation is good enough, but leaders do need to consider more investment in boarders' accommodation.

Plans for the development of the school would be better informed by improved and independent monitoring, and regular reporting to the trustees.

The headteacher, the principal and senior staff are a visible presence in the school and a positive influence on the progress of children and young people.

There are effective links between staff in education and staff in boarding. Information is shared promptly about children's and young people's needs. In addition, some changes have been made that support children and young people to make progress. These include improved recording systems about children's welfare and the introduction of robust progress-tracking systems.

## Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people. Inspectors considered the quality of work and the differences made to the lives of children and young people. They watched how professional staff work with children and young people and each other and discussed the effectiveness of help and care provided. Wherever possible, they talked to children and young people and their families. In addition, the inspectors have tried to understand what the school knows about how well it is performing, how well it is doing and what difference it is making for the children and young people whom it is trying to help, protect and look after.

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:** Maha Abu Taha

**Type of school:** Boarding school

**Telephone number:** 0115 969 0800

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## Inspector(s)

Cathey Moriarty: social care inspector  
Caroline Brailsford: social care inspector  
Julie Knight: social care inspector



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