

Jamia Al-Hudaa Residential College

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

Inspection dates

19–21 September 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Sixth form provision	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a good school

- The proprietor and senior leaders have ensured that the school meets all the independent school standards.
- Senior leaders and trustees are ambitious for pupils to succeed and to make a positive contribution to British society. They continuously motivate and support staff to improve all aspects of their work.
- Senior leaders have put in place rigorous arrangements to monitor all aspects of the school's work. The evaluation of their findings is used very well to plan for further improvement.
- The quality of teaching and learning is good. Teaching has improved considerably since the previous standard inspection.
- Arrangements for the assessment of pupils' progress are thorough and effective. Pupils strive consistently to meet their challenging targets.
- Pupils, across the full age range of the school, make good progress in their learning. English and mathematics examination results have improved recently.
- The spiritual, moral, social and cultural development of pupils is excellent. Pupils are open-minded, confident and rightly proud of their achievements.
- Pupils are safe and cared for well. Staff are suitably trained to protect pupils from threats of exploitation or extremism. Pupils' behaviour is outstanding.
- The trustees have an increasingly well-informed understanding of the school's strengths and weaknesses. They manage limited funds extremely well to support improvements.
- Students in the sixth form benefit from an excellent depth of learning in their Islamic studies course. Their personal development is excellent. Additional courses have recently been introduced to broaden students' experience and qualifications. The range of available courses is currently being reviewed.
- There are inconsistencies in teachers' use of questioning to deepen pupils' understanding in lessons. Pupils' progress in science is not as strong as in English and mathematics.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Ensure that teachers' use of oral questioning is more consistently effective in assessing and improving pupils' speaking and reasoning, and the development of their ideas.
- Improve the quality of pupils' learning in science so that their progress matches that in English and mathematics.
- Provide more opportunities for teachers to share and learn from the examples of outstanding teaching within the school.
- Provide a greater variety of level 3 courses for post-16 pupils to enable them all to fulfil their aspirations for future study and employment.

Inspection judgements

Effectiveness of leadership and management

Good

- Senior leaders have reflected on the findings of previous inspections and have used these to make improvements urgently. The trustees and senior leaders have improved their understanding of the independent school standards and the actions needed to meet them. They have ensured that the school now meets the independent school standards.
- Senior leaders have raised the aspirations of staff and pupils. They have created a consistent desire for excellence throughout the school community. Senior leaders have used expert external partners to support and challenge them. They receive helpful advice, for example, on teaching, assessment, safeguarding and health and safety.
- The headteacher leads a monthly review of all aspects of the school's work. Members of the senior leadership team have clear delegated responsibilities, which they fulfil diligently. They support middle leaders and teachers effectively in developing the curriculum, improving teaching and ensuring rigorous assessment.
- The school has appointed a number of relatively new teachers. This has improved teachers' subject knowledge and ensured high-quality teaching across the school. Senior and middle leaders are aware of any weaknesses in a small minority of teaching, and provide effective support and training to develop teachers' skills.
- Senior leaders have set up suitable arrangements to manage the performance of staff. Each member of staff has personal targets that are agreed as part of an effective annual appraisal system.
- The school benefits considerably from strengths in the quality of relationships between staff and with pupils. Staff work as a team and care for each other.
- Leaders now ensure more accurate self-evaluation and planning to improve any areas of weakness. They have introduced a calendar for regular quality assurance, including suitable roles for senior leaders and external partners.
- Senior leaders now provide regular and relevant whole-school training days. They use the expertise of external partners, for example in understanding the detailed requirements of the independent school standards. As a result, the expertise of leaders and staff is improving constantly.
- All staff who completed the inspection questionnaire agree that they are well supported and that leadership and management are good. They have a shared understanding of the school's goals and enjoy working at the school.
- Senior leaders review the structure and content of the curriculum regularly. They have, for example, made recent changes to improve careers education and to teach British history. They have recently broadened the curriculum at key stage 4. This now ensures that all pupils are able to study a wide enough range of subjects to meet the government's new assessment arrangements.
- Senior leaders have extended the range of reference books in the library, including the section on world religions. All pupils have access to a multi-faith study pack.
- The quality of pupils' learning has been improved, pupils are making better progress, and examination results in English and mathematics are improving. These changes are too

recent to judge the overall impact on GCSE results across the curriculum.

- Communication with parents is good. Parents report that their children are safe and happy and making good progress. They are positive about the behaviour of pupils and the way in which the staff respond to concerns. All parents who completed the online questionnaire state that they would recommend the school to others.
- Leaders have a strong commitment to the spiritual, moral, social and cultural development of pupils. They uphold British values and ensure that these are taught throughout the school curriculum. They have prepared clear plans to ensure that pupils understand their responsibilities to the local and wider communities. Pupils talk enthusiastically about the opportunities they have to meet people from the local community, including the elderly and those who are homeless.
- Displays around the school provide pupils with information and an understanding of world religions, democracy and equal rights for diverse groups within society. Pupils take part in elections, and British values permeate teaching and learning across the school. Pupils understand the basis of British law and their responsibility to uphold it. Arrangements for the induction of new pupils and students emphasise the school's aim that they should become useful British citizens of the future.
- These developments have a strong impact on pupils' personal development. They demonstrate increased confidence in communication, including public speaking, and empathy with other people's circumstances.
- Senior leaders have led the school through a period of effective change and development. Their recent achievements demonstrate good capacity for continued improvement.

Governance

- The principal has weekly meetings with the senior leadership team and oversees the direction of the school effectively on behalf of the trustees.
- The principal takes the termly headteacher's report to the trustees. They are well informed about the main strengths and areas of concern within the school.
- The trustees have taken appropriate action in response to these reports. They have, for example, requested additional information about examination results and have agreed to the appointment of additional, subject-specialist staff.
- The trustees ensure that any safeguarding concerns are managed correctly by the school. They also respond effectively to any concerns raised by parents. The trustee with responsibility for safeguarding has regular meetings with the school's safeguarding lead and ensures that staff are trained to the required level.

Safeguarding

- The arrangements for safeguarding are effective.
- The school makes sure that its safeguarding policy is reviewed regularly and has regard to the latest government guidance. A copy of the policy is available to parents on the school's website. Senior leaders make sure that all staff are checked for their suitability to work with children.
- The deputy headteacher has refined the school's arrangements for managing any

safeguarding concerns, and for the training of staff. This is making a strong, positive contribution to senior leaders' and staff awareness of risks, and how to teach and support pupils to stay safe. Senior leaders give careful attention to the quality of safeguarding records, including details of any actions taken to address concerns about individual pupils' well-being. The school's records are based on suitable guidance provided by the local authority.

- The staff work closely with external agencies to make sure that pupils and parents have access to any support that they may need. The school's records are reviewed regularly by experienced colleagues in a partner school.

Quality of teaching, learning and assessment

Good

- The good quality of teaching is based on effective planning, which takes account of the different starting points of individual pupils. Tasks and activities for pupils are set at different levels of difficulty, which enables all pupils to make good progress. This whole-school approach to teaching and learning is led and monitored well by senior leaders.
- Teachers use time well in lessons. Pupils are engaged, suitably focused on learning and making progress with their learning. Pupils understand the individual levels at which they are working and what they need to do to move on to the next stage.
- Senior leaders have introduced a clear whole-school marking policy. This is used well by teaching staff and pupils understand how they may improve their work. Teachers identify misunderstandings and inaccuracies and provide additional explanations and suitable individual support to help pupils improve their understanding.
- Year 10 pupils learning mathematics were able to define and use powers and roots in their calculations, and to apply index rules to new calculations. They engaged with enthusiasm in individual and paired tasks. The teacher's presentation was both encouraging and challenging. Pupils were confident about achieving success and responded extremely positively to very-high expectations. They enjoyed their work.
- In English in Year 11, and in Arabic in Year 8, teachers used oral questioning effectively to test pupils' understanding. Teachers probed for clearer explanations and encouraged pupils to extend the depth of their answers. In both subjects, the teacher circulated to discuss with individuals and groups of pupils. This focus on developing the depth of pupils' understanding through oral questioning is not used consistently by all teachers.
- A teacher in Year 7 Islamic studies encouraged pupils to demonstrate their ability to recite nasheeds (Islamic poetry) accurately and fluently. The teacher drew out strong lessons about how to respect and support others. Pupils were eager and enthusiastic to prepare individual presentations for the next lesson.
- In a Year 7 citizenship class, a teacher encouraged pupils to develop their own views through thought-provoking questions. Pupils responded with reflective answers, showing a good understanding of democracy, tolerance and the rule of law. In Year 7 science, pupils developed confidence in the use of scientific vocabulary. They were challenged and encouraged to demonstrate their understanding of important concepts.
- The great majority of teachers have strong subject knowledge. They use this well to enthuse and motivate pupils. Pupils are often enthusiastic about learning and speak positively about how they enjoy being challenged.

- Teachers make good use of wall displays and posters to reinforce learning and to present essential information. In this way, pupils are made aware of the significance of British values and respect for diversity and difference.
- Pupils develop good communication skills. They mostly enjoy writing and are confident when tackling mathematical problems. They are keen to improve and to learn more.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are confident to tackle new challenges and to take on responsibilities. They are very proud of their achievements, for example in a national poetry competition, and of their school.
- Pupils develop a strong commitment to helping others and contributing to wider society. They organise fund-raising events and take part in visits to the elderly in the local community. They volunteer to assist with pupils' reading in local primary schools.
- Pupils talk in an informed and confident manner about equality of opportunity and understand the importance of respecting differences and diversity. They develop confidence to debate and consider issues thoughtfully. This was ably demonstrated when the Speaker from the House of Commons chaired a debate in the school, and commented on the high-quality contributions from pupils.
- Pupils learn about risks to their safety and well-being, including risks from sexual exploitation, radicalisation and online bullying. Pupils state that they experience almost no bullying in school and they are confident that any unacceptable incidents are dealt with swiftly and fairly by staff. Each class has anti-bullying ambassadors and pupils respect the school's policy of reflection and restorative meetings. The school provides helpful advice for parents about online safety.
- Pupils have a good understanding of how to eat and live healthily. They offer suggestions about how menus and school meals might be improved. They state that they feel safe in school and recognise that teachers will always listen to any concerns they may have.

Behaviour

- The behaviour of pupils is outstanding. They are polite, respectful towards adults, and keen to please.
- There is almost no low-level distraction or disruption to lessons. Very few serious incidents have been recorded and letters of concern are rarely sent home to parents.
- Senior leaders and staff place a strong emphasis on the use of rewards. Pupils value the merit card system, which highlights their positive actions, behaviour and contributions. They take a particular pride in achieving platinum awards. Any sanctions that are needed are proportionate and accepted by pupils.
- Attendance is in line with the national average. There are no safeguarding concerns arising from unauthorised absence. The school makes daily checks on any absent pupils, and parents have a full understanding the school's expectation of full attendance.

- Pupils have high levels of commitment to their school and its values. They recognise that their success at school is dependent upon their good behaviour and cooperation. Parents recognise that behaviour in the school is excellent.

Outcomes for pupils

Good

- Senior leaders track pupils' progress from entry to the school to their individual current assessment points. They take account of pupils' performance in the end of key stage 2 tests, together with additional school tests. Overall, pupils' starting points are a little above average, and there are few pupils who have identified special educational needs and/or disabilities.
- Disadvantaged pupils make similar rates of progress to other pupils in the school and nationally.
- The school recently introduced a new assessment system that provides ambitious targets for each individual pupil. The great majority of pupils are making good progress towards their targets, in all year groups, across all subjects in the curriculum.
- Results in GCSE examinations, in English and mathematics, improved well between 2016 and 2017. The most recent results for pupils in Year 11 were a little above the 2016 national average. This represents good improvement, particularly in English.
- Senior leaders introduced a revised curriculum in September 2017. Pupils now start their GCSE courses in Year 9 and study a range of courses that will enable them to complete the English Baccalaureate for the first time in 2020. To date, insufficient numbers of pupils studied eight subjects to GCSE level to make comparisons with national averages.
- A double award in GCSE science has been introduced recently. Results were below the current national average and not as strong as those in English and mathematics. Senior leaders have appointed new staff and identified science as an area for improvement.
- Over time, Year 11 results in Arabic and religious studies have been well above the national averages. These are core subjects for all pupils at key stage 4.
- The trustees recently appointed a new member of staff with responsibility for the curriculum and examinations. She, together with an assistant from a partner school, has introduced thorough systems for the analysis and evaluation of pupils' progress. This makes a strong contribution to the increasingly effective monitoring of the school's progress by senior leaders.
- In each subject and year group meeting, senior leaders analyse the numbers of pupils exceeding their targets. This contributes strongly to teachers' focus on improving pupils' progress. Teachers have a reliable measure of where pupils require additional help and support. Their concerted focus on additional support for these pupils makes an effective contribution to the school's improving performance.
- Pupils make strong progress in their Islamic studies. They read and translate the Qur'an with increasing confidence as they progress through the school. They talk confidently about the lessons they have learned and applied to their daily lives.
- The majority of pupils read for pleasure. They enjoy reading and this has a positive impact on their imaginative writing, and the increasing accuracy of their English grammar.
- Pupils are well prepared for the next stage of their education. The majority continue into

the school's sixth form.

Sixth form provision

Good

- The school meets all the independent school standards for sixth-form education.
- Senior leaders have increasingly high expectations of students' progress in both their Islamic studies and secular courses. They monitor and evaluate the quality of teaching effectively and its impact on pupils' progress. Overall, students make good progress in Islamic studies and level 3 courses, from a variety of starting points.
- Students value the Islamic studies programme and work hard to develop their understanding of the religion and its impact on how they live their daily lives. The excellent scholarship and depth of learning has enabled some students to progress to Arabic courses in British universities.
- Pupils may move into a further two-year Islamic studies course at the end of Year 11. Others join the school at the start of the sixth form to complete a three-year course. Students in both courses enjoy their studies and make good progress from a variety of starting points.
- The quality of teaching is good. Teachers have high expectations of students and challenge them to extend their learning successfully from a variety of starting points. Students enjoy the challenge and talk enthusiastically about the quality of their experience. Attendance rates are high and the great majority of students complete their courses successfully.
- Post-16 Arabic is taught effectively in the language, with helpful explanations in English where these are required. Students develop increasing confidence in reading aloud and developing increasing analysis and interpretation in their written answers. Students, for example, worked with interest and enthusiasm in a lesson where they learned how to convert masculine and feminine nouns, and the correct use of pronouns.
- The school has rightly focused on improving the range of additional courses available to post-16 students. Academic A levels are offered but, to date, there has been little demand and only a small uptake. These courses have not attracted viable numbers, apart from Arabic. However, their development remains one of the school's post-16 priorities.
- A level 3 business administration course was introduced during the academic year to summer 2017. Twenty-eight students completed an accelerated version of this course successfully in a short period of time. They achieved a nationally recognised diploma in the subject.
- Students develop an open-minded approach to future educational and employment opportunities. The school has made excellent improvements to careers education for students. The careers library provides access to a range of suitable resources, including online guidance. External careers advisers meet with groups and individual students, and increase their awareness of the wide range of available career options and develop individual action plans. Students spoke with enthusiasm about the careers fair, which is due to be run at the school imminently.
- Students have a good understanding of British values and express a desire to contribute to the wider community. School records show that a large number of former students have progressed to a range of British universities to study first and masters' degrees.

Courses studied include, for example, mathematics, psychology, education, law and accountancy.

- Similarly, students move on to successful careers in a range of employment, including medicine, nursing, dentistry, finance, accounting and business administration. The school is justifiably proud of the contributions previous students are making to British society.

School details

Unique reference number	131119
DfE registration number	892/6012
Inspection number	10039183

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	171
Of which, number on roll in sixth form	50
Number of part-time pupils	0
Proprietor	Madni Trust
Chair	Akhtar Ghouri
Headteacher	Maha Abu-Taha
Annual fees (day pupils)	£0–£2,400
Telephone number	0115 9690800
Website	www.madnitrust.com
Email address	admin@madnitrust.com
Date of previous standard inspection	27–29 April 2015
Date of previous monitoring inspection	27–28 April 2017

Information about this school

- Jamia Al-Hudaa is situated in Nottingham and is part of the Madni Trust, a registered charity.
- Jamia Al-Hudaa is an independent school which is registered to provide day and boarding education for girls aged 11 to 19 years. The boarding is housed within a building attached

to the school. The school's boarding arrangements were not inspected during this inspection.

- The school previously also provided day education for boys and girls aged four to 10 years. This arrangement has now ended.
- The school was registered in 1996 and can admit up to 205 pupils. It currently has 171 full-time pupils on roll.
- Leaders have not identified any pupils who have special educational needs and/or disabilities.
- The curriculum enables pupils to complete Islamic studies, and study national curriculum subjects.
- The school does not use the services of any alternative organisations as part of the curriculum.
- Parents make a contribution to the annual fees, according to their ability to pay.
- There is a separate Nursery on the school site. This was inspected on 2 November 2016 and found to be good.
- The school's previous inspection was its third progress monitoring inspection in April 2017.
- This inspection was the school's first standard inspection since the previous full inspection in April 2015.

Information about this inspection

- The inspectors observed learning and looked at samples of pupils' work across the full age range of the school. Observations included national curriculum subjects and aspects of the Islamic curriculum.
- The inspectors held meetings with representatives of the trustees, the headteacher, senior and middle leaders, and teaching staff. These meetings considered the school's arrangements for checking the quality of the school's curriculum, teaching, academic results and the safety of pupils.
- The inspectors held discussions with a number of pupils and staff. They considered the 31 responses to Ofsted's online questionnaire, Parent View, and 14 questionnaires completed by staff.
- The inspectors scrutinised a number of school policies, procedures and records of evidence in order to check the school's compliance with the independent school standards.

Inspection team

David Young, lead inspector

Ofsted Inspector

Janis Warren

Ofsted Inspector

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