

Inspection of Jamia Al-Hudaa Residential College

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

Inspection dates: 30 November to 2 December 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Sixth-form provision

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

Does the school meet the independent
school standards?

No

What is it like to attend this school?

Pupils do not benefit from a rich set of experiences at this school. Pupils do not have many opportunities to experience life beyond the school gate. They have few chances to contribute to society or interact with the wider world. Pupils have too few opportunities to develop their creative skills. They are not adequately prepared for life in modern Britain.

Staff have high expectations of pupils' behaviour and academic success in core subjects, such as English, mathematics and science, and in the Islamic sciences curriculum. Pupils are keen to meet these expectations. They work hard and do well in their studies. Pupils say that they enjoy positive relationships with staff and each other. They say that staff treat them fairly. Pupils understand that there should be consequences when they do something wrong, and say that they 'don't want to get into trouble'. They appreciate earning rewards, and value the certificates they receive for doing well. Pupils believe in treating each other with respect, so bullying rarely happens. However, they are confident that staff would sort out any difficulties that did occur. Pupils feel safe in school. They would speak to a trusted adult if they had any concerns.

What does the school do well and what does it need to do better?

The curriculum provides pupils with limited opportunities. They do not have the opportunity to study creative or artistic subjects. In the sixth form, all students study an Islamic science curriculum. They do not have the opportunity to study other subjects unless they choose to study independently, in their own time.

The curriculums for the Islamic sciences, mathematics and science are ambitious and well planned. Teachers deliver these subjects well. Other subjects, including English, are less well planned. Leaders do not provide teachers with clear guidance. This means that individual teachers choose what pupils should learn. Despite these weaknesses in leadership, there are strengths in the delivery of these subjects. Pupils develop effective communication skills through Bazm and English lessons. For example, Year 8 pupils were engaged in a lively debate in an English lesson. They spoke articulately and with confidence. Pupils achieve well in English, mathematics and science examinations, and in the Islamic sciences.

Teachers have good subject knowledge. They check what pupils know and can do. They correct errors and help pupils rectify misconceptions. Pupils develop detailed knowledge and skills in most subjects that they study.

Leaders do not promote pupils' personal development well. This includes students in the sixth form. Pupils are not sufficiently prepared for life in modern Britain. The personal, social and health education (PSHE) curriculum is poorly planned. Leaders have not followed the statutory guidance issued by the Secretary of State about relationships and sex education (RSE) and health education. Pupils do not learn enough about healthy relationships. They also do not learn enough about different

types of relationships. Pupils only learn about heterosexual relationships and marriage. They do not learn about harmful sexual behaviour, consent and respect.

Leaders do not provide pupils with enough opportunities to interact with the world beyond the school gate. Pupils told inspectors that staff had taken them to visit the park, where, as one said, they were 'allowed to play and enjoy the fresh air'. Some pupils had also been to a local shop. Older pupils recall having seen deer on a visit to a stately home in the past but could not recollect any recent, meaningful experiences. Leaders do not have any plans to improve this aspect of the school's provision.

Leaders have not ensured that pupils, including students in the sixth form, receive high-quality, impartial careers education. Pupils can recall being told about apprenticeships, but they do not know enough about the variety of options available to them as their next steps. Teachers refer to some aspects of work-related learning through the Islamic curriculum, but pupils do not experience meaningful encounters with the world of work.

The atmosphere around school is calm and orderly. Pupils' conduct is good. They are polite and courteous. For example, several pupils greeted inspectors and held open doors for them as they moved about the school. In lessons, pupils are respectful of their teachers and one another. There is no low-level disruption. Pupils are encouraged to reflect on their behaviour for minor misdemeanours. They accept sanctions for misbehaviour. Pupils work hard. They are keen to meet leaders' high expectations of conduct and effort.

Some leaders, including senior leaders, do not have the knowledge and skills necessary to be effective in their roles. Those responsible for governance do not have sufficient oversight of the school's work. They do not hold leaders to account. They do not recognise the school's weaknesses. For example, they have not identified the considerable weaknesses in leaders' work to promote pupils' personal development. Some of the school's weaknesses, for example the lack of creative education and the lack of opportunities for pupils to interact with the outside world, have been identified as areas needing improvement at previous inspections. The proprietor has not ensured that these weaknesses have been addressed.

At the start of the inspection, some independent school standards in relation to site maintenance were unmet. Leaders took action so that these standards were met by the end of the inspection. Ofsted has been made aware of some parents' concerns regarding the cleanliness of the school accommodation. Inspectors did not find evidence of this. The building is maintained to a reasonable standard.

The school complies with schedule 10 of the Equality Act 2010. The school's safeguarding policy is available on the school's website.

Safeguarding

The arrangements for safeguarding are effective.

Staff know all pupils very well. The school's work supports pupils' safety and well-being so that potential safeguarding issues are avoided. Staff are able to spot signs that a pupil may be at risk of harm. They provide support in a timely manner.

Staff receive up-to-date training. They know how to share concerns and are aware of risks that pupils may face. Staff recognise their safeguarding duties, such as their legal responsibility to report concerns about female genital mutilation.

Pupils learn some aspects of how to keep themselves safe. For example, they learn about the potential dangers of the internet, and the importance of maintaining a healthy diet. Other aspects, such as healthy and safe relationships, are less well covered.

What does the school need to do to improve?

(Information for the school and the proprietor)

- Some senior leaders do not have the knowledge or skills to bring about the necessary improvements to the school's provision. Leaders have not taken action to address issues that have been identified in previous inspections. They have not ensured that the independent school standards are met in full. The proprietor must ensure that senior leaders have the skills and knowledge to ensure that the independent school standards are met consistently, so that they provide a good quality of education consistently and promote pupils' personal development effectively.
- The proprietor does not have sufficient oversight of the school's work. The proprietor is not aware of the weaknesses in the school's provision. The proprietor should ensure that systems are in place to monitor the quality of leaders' work and hold leaders to account effectively, so that the independent school standards are met consistently.
- Leaders have not ensured that the school's curriculum is comparable to the ambition and breadth of the national curriculum. Pupils do not receive enough experiences in aesthetic and creative education. Leaders should ensure that pupils have opportunities to develop their knowledge and skills in creative subjects.
- Leaders have not ensured that the curriculum is well planned in all subjects. They do not provide clear guidance to teachers in deciding curriculum content. Leaders should ensure that planning in all subjects identifies the key knowledge that pupils should learn and by when, enabling pupils to build on prior knowledge and providing opportunities for pupils to revise subject content so that they know and remember more over time.
- The PSHE curriculum and opportunities for pupils' personal development are poorly planned. Pupils do not have enough meaningful experiences to prepare

them for life in modern Britain. Insufficient time is allocated to the teaching of PSHE. Pupils do not gain enough knowledge about issues that affect their personal development. This leaves them ill prepared for life in modern Britain. Leaders must make sure that the school makes adequate provision for all aspects of pupils' personal development and ensures that they are well prepared for life in modern Britain.

- The curriculum does not adequately cover the requirements of the RSE statutory guidance. Leaders must ensure that the RSE curriculum covers all elements of the statutory guidance in an age-appropriate way for all pupils, including those in the sixth form.
- Pupils do not have sufficient opportunities to interact with the local community. They are not able to contribute positively to the lives of those living and working in the locality and to society more widely. Leaders should ensure that all pupils benefit from a rich range of experiences that develop their understanding of how to make a positive contribution to society.
- Careers education, advice and guidance are limited. Pupils have a limited understanding of the world of work and the careers they might pursue. Leaders should ensure that pupils are provided with high-quality, unbiased education about the range of options available to them.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	131119
DfE registration number	892/6012
Local authority	Nottingham
Inspection number	10194715
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	156
Of which, number on roll in the sixth form	49
Number of part-time pupils	0
Proprietor	The Madni Trust
Chair	Akhtar Ghouri
Headteacher	Maha Abu-Taha
Annual fees (day pupils)	£0 to £4,100
Telephone number	0115 969 0800
Website	www.jamiaalhudaa.com
Email address	admin@jamiaalhudaa.com
Date of previous inspection	4 to 6 December 2018

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 provision is housed in a building attached to the school.
- The school is registered to admit up to 205 pupils. It currently has 156 full-time pupils on roll.
- The school does not use the services of any alternative providers.
- Parents make a contribution to the annual fees, according to their ability to pay.
- The school's last standard inspection took place in December 2018. Progress monitoring inspections took place on 18 June 2019 and 13 October 2020.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.
- The headteacher was absent throughout the inspection.
- Inspectors met the proprietor, the head of education and other senior leaders.
- Inspectors carried out deep dives in these subjects: mathematics, science, English and PSHE. For each deep dive, inspectors met with subject leaders, reviewed curriculum plans, looked at pupils' work, visited lessons and spoke with staff and pupils.
- The lead inspector met with the designated leader of safeguarding. Inspectors spoke to staff and pupils about their understanding of safeguarding matters. The lead inspector reviewed the school's safeguarding policy and other related policies. The lead inspector scrutinised the school's single central record of pre-employment checks related to the suitability of adults working with children, and the school's child protection records.
- An inspector met with the secretary to discuss the school's systems for monitoring attendance and to review the school's attendance records.

- The lead inspector toured the school site to check the school's compliance with the independent school standards.

Inspection team

Deborah Mosley, lead inspector

Her Majesty's Inspector

Stephen Long

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 2A(1) The standard in this paragraph is met if the proprietor–
- 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
- 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools.

Part 2. Spiritual, moral, social and cultural development of pupils

- 5(b) ensures that principles are actively promoted which-
- 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that-
 - 32(1)(d) following an inspection under section 108 or 109 of the 2008 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school's internet website, and provided to the parents of each registered pupil, by any date specified by the body who conducted the inspection;

- 32(3)(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.