

Inspection of Jamia Al-Hudaa Residential College

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

Inspection dates: 19 to 21 September 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

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 enjoy attending this school. This is because they value the positive relationships they have with staff and each other. They enjoy the sense of unity that the school ethos promotes. One parent, typical of other parents and carers, stated, 'The school has a warm and welcoming family atmosphere. My daughter has grown in her self-confidence since starting at the school.'

Staff have high expectations of pupils' behaviour. Pupils are eager to meet these expectations. They appreciate earning rewards and the recognition given to those who do well. Pupils believe in treating each other with respect. They look after each other. This means that any incidents of falling out or bullying are very rare. Pupils say that they feel safe in school and that staff treat them fairly and with kindness. They would speak to a trusted adult if they had any concerns.

The school has high ambitions for pupils' academic success in core subjects as well as in their Islamic studies. Pupils work hard and focus on achieving success in their examinations. There have been continued improvements made to the curriculum. However, there is not a broad and rich enough curriculum that enables all pupils or sixth-form students to succeed. There are still too few opportunities for pupils' and students' personal development.

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

The curriculums for mathematics and science are logically planned. They set out what pupils need to know and when. Older pupils benefit from well-thought-out mathematics lessons. Other subjects, including English, physical education and history, are less well planned. The curriculums for these subjects do not provide teachers with clear guidance about what to teach and when.

Across all subjects, teachers have focused too narrowly on just the material that pupils will need to know for their examinations. Teachers do not consider well enough the variety of ways in which they can teach the knowledge that pupils need in order to deepen their understanding. This limits the opportunities for pupils to build a full breadth of learning in each subject over time.

Teachers use questions and quizzes in lessons. They also assess what pupils do and do not know on entry to the school and at other set times during the year. However, they do not always use these opportunities to identify accurately what pupils know and what they still need to learn. Teachers do not always pick up on and address any misconceptions pupils may have. This means that not all pupils get the level of support they need. Some pupils get left behind in lessons. They then have to rely on staff and other pupils to help them catch up after school. The school has not thought carefully enough about how to adapt the curriculum to ensure that these pupils receive effective support in lessons. However, pupils do achieve well in the examinations they take.

In the sixth form, all students undertake the Islamic studies curriculum. There are opportunities for students to study other subjects via online courses, but they have to complete these in their own time. There is no evidence that any students currently undertake any such courses.

The school has improved the promotion of pupils' personal development. This includes for students in the sixth form. Pupils receive relationships and sex education (RSE) and health education that follow the statutory guidance issued by the Secretary of State. The personal, social and health education curriculum is clearly planned. However, pupils, including sixth-form students, do not benefit from high-quality lessons in this subject. Some of the resources used are very dated. These do not provide the most up-to-date information to help pupils to develop an understanding of current thinking in this subject. Not all teachers have the confidence to allow pupils to explore topics and issues in depth through discussions and debates. This leaves pupils with a superficial understanding of what they have been studying. There is a curriculum in place for those in key stage 4 to study religious education. However, this curriculum focuses on just the two religions pupils need to know about in order to pass the examination. There are limited opportunities for all pupils to widen their understanding of other faiths and cultures.

There are now more opportunities for pupils to interact with the local community and to visit places of interest. Some pupils, for example, have helped a local charity by delivering food parcels. Other pupils talked about visits to local attractions, such as the caves at Nottingham Castle and a windmill in Nottingham city centre. However, these trips are still limited.

Pupils spoke enthusiastically about the careers fair held at the school. However, pupils still do not receive high-quality careers education that enables them to make informed choices about a broad range of career options. For example, pupils including students in the sixth form, do not have access to any form of work experience. This limits pupils' awareness of the full breadth of study and work opportunities available to them when they leave the school.

There is a calm, orderly and peaceful atmosphere around the school. Pupils are polite and courteous. They look after each other and any visitors. In lessons, pupils are respectful of their teachers and one another. Pupils work hard. They are keen to meet the leaders' high expectations of them.

There has not been the necessary, swift action to address the weaknesses that previous inspections have identified. Although improvements have been made, some of the issues with the curriculum continue to be long-standing. Plans to address these issues are not yet having an impact. For example, not all staff have the knowledge they need to develop the teaching of their subjects. The capacity to bring about the necessary improvements, however, does exist.

The recent additions to the proprietorial body have strengthened the governance of the school. This impact has been particularly seen in aspects related to safeguarding

and the welfare of the pupils. However, the school does not meet all of the independent school standards (the standards).

Significant spending on the extensive building has ensured that it is maintained to an acceptable standard. Staff value the support leaders give them. They say that leaders care about their well-being and are considerate of their workload.

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.

What does the school need to do to improve?

(Information for the school and proprietor)

- There is not a broad and rich curriculum available for pupils. The subjects taught are too narrowly focused on just the material that pupils need to know in order to pass their examinations. This limits how well pupils build up comprehensive knowledge and understanding in the subjects that they study. The school should ensure that there is a broad, rich curriculum in place.
- There is not a sharp enough oversight of the curriculum and how it is planned and delivered. Not all teachers have the subject knowledge they need to plan and deliver the curriculum consistently well. Pupils have limited opportunities to engage in a wide range of well-planned learning activities. This has led to pupils experiencing aspects of the curriculum that are disjointed, and they do not consistently build their knowledge and skills over time. The school should ensure that all teachers know how best to plan and teach knowledge in the subjects they teach, so that all pupils have the opportunity to progress well through the curriculum.
- There is inconsistency in the effectiveness with which teachers use assessment. They do not routinely use the information from assessments to adapt their teaching and plan work that meets the needs of all pupils. The school should ensure that teachers know how best to use assessments accurately to identify what pupils do and do not know, so that learning is suitably adapted to meet all pupils' needs.
- Not all pupils, including sixth-form students, have access to a wide range of experiences that help them engage with society and develop their understanding of different communities, cultures and religions. Younger pupils who do not learn about religions other than Islam are particularly limited in their understanding. The personal development curriculum should ensure that all pupils have opportunities to develop their understanding of society, culture, religion and community through a rich range of experiences and encounters.
- High-quality, independent careers education and guidance that encourage pupils and students to fulfil their potential are not in place for all pupils and students.

This limits their ability to make informed choices about a broad range of career options. The school needs to ensure that there is a robust programme in place for careers education that allows all pupils and students to explore their full potential.

- The school does not meet all the standards. Weaknesses in the curriculum and how it is delivered mean that the school does not meet the standards related to the quality of education and, consequently, those related to leadership and management. The school needs to ensure that the planning and implementation of the curriculum, including the careers advice and guidance that pupils receive, are such that these standards are met.

How can I feed back my views?

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

School details

Unique reference number	131119
DfE registration number	892/6012
Local authority	Nottingham
Inspection number	10286394
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	172
Of which, number on roll in the sixth form	48
Number of part-time pupils	0
Proprietor	Madni Trust
Chair	Akhtar Ghouri
Headteacher	Maha Abu-Taha
Annual fees (day pupils)	£0 to £1,500
Telephone number	0115 969 0800
Website	www.jamiaalhudaa.com
Email address	admin@jamiaalhudaa.com
Date of previous inspection	30 November to 2 December 2021

Information about this school

- Jamia Al-Hudaa is part of Madni Trust, a registered charity. At the time of the inspection, the trustees of Madni Trust were planning to transfer the running of the school to a new charity under the school's name. New trustees have recently joined the trust.
- 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 in a building attached to the school.
- The school does not use any alternative provision.
- Parents make a contribution to the annual fees, according to their ability to pay.
- The school's previous standard inspection took place from 30 November to 2 December 2021. A progress monitoring inspection took place on 23 November 2022.

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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

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

Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held various meetings with a representative of the proprietor, the headteacher and those with responsibility for national curriculum subjects.
- Inspectors carried out deep dives in English, mathematics, science and history. Inspectors discussed the curriculum with leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- Inspectors additionally considered the curriculum in some other subjects. Inspectors did not consider the Islamic faith-based studies when making judgements about the curriculum.
- Inspectors considered a wide variety of school documents, including the school development plan.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors took note of the responses received on Ofsted Parent View and considered the results of the staff and pupil surveys. Inspectors met with pupils to gather their views.
- Inspectors considered relevant documentation and reviewed the school facilities to check the school's compliance with the standards.

Inspection team

Dave Gilkerson, lead inspector

His Majesty's Inspector

Rachel Tordoff

His Majesty's 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(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
 - 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)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

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.

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