

# Al Huda Academy (Jamia Al-Hudaa)

Ouseburn Croft, Darnall, Sheffield, South Yorkshire S9 3FY

**Inspection dates**

3–4 May 2017

**Overall outcome**

**The school meets all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraph 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)*

- Inspectors in April 2015 identified that there were no systematic arrangements to provide impartial careers guidance to pupils.
- At the first progress monitoring inspection in April 2016, relevant literature was not available and only pupils in Years 9, 10 and 11 had received careers information from a visiting speaker. Leaders and managers had created a well-written careers policy. However, it was not yet fully implemented.
- By the time the second progress monitoring inspection in January 2017 had taken place, all pupils had attended a careers fair at the school. Up to nine visitors gave pupils advice and guidance about particular career pathways. Senior leaders noted their plans to make these fairs a regular fixture in the school diary. At the January 2017 inspection, although literature available in the careers library had improved, it was still extremely limited.
- Some pupils had benefited from receiving personalised, impartial guidance. However, this still had not yet been extended to all pupils and this was inhibiting how well informed they were about the choices they made.
- At this inspection, inspectors spoke to pupils and scrutinised documentation; this confirmed that all pupils have now received individual interviews with an independent specialist careers adviser. This support is now a regular event on the school calendar. Older pupils have visited local colleges. All pupils now have access to, and knowledge about, appropriate and independent impartial websites which help guide the choices they make. Senior leaders have ensured that the careers library now has more informative and up-to-date material.
- These standards are now met.

*Paragraph 3, 3(a), 3(d)*

- Inspectors in April 2015 identified that teachers did not help pupils to acquire new knowledge or take into account their aptitudes and prior attainment. Some professional development was completed as a result of the school's action plan in order to help teachers to better meet the needs of pupils.

- The first progress monitoring inspection found that teachers continued to teach pupils without taking into account their different starting points and rates of learning. Consequently, progress was still too variable. Inspectors also found that leaders and managers were not monitoring the effectiveness of teaching as planned.
- The second progress monitoring inspection identified that leaders were observing lessons to help improve the quality of teaching. Leaders were beginning to identify strengths and weaknesses in teaching. An external evaluation of the quality of teaching had been commissioned by the school and feedback from this evaluation had helped to identify and improve weaknesses. However, not enough teachers were giving pupils the opportunity to think for themselves and make considered answers, and this was hindering pupils' progress.
- Inspectors found in the second progress monitoring inspection that too many pupils had low levels of reading and writing skills and limited vocabulary for their age. This hindered their understanding and learning across other subjects.
- The second progress monitoring inspection also identified that leaders had established an assessment system that followed pupils' progress from their starting points. However, teachers were not taking this information into account when planning teaching, and targets were not challenging enough.
- Inspectors confirmed that progress had been made towards meeting these standards, but they remained unmet in January 2017.
- This third progress monitoring inspection found that, with guidance from the headteacher, teachers now use the information on pupils' achievement to plan learning. The headteacher, alongside external consultants, makes regular lesson observations which identify weaknesses in the quality of teaching. The headteacher follows up observations by working with teachers to consider pupils' outcomes from tracking information, along with feedback from his observations. This helps teachers to improve their skills and pupils make faster progress.
- Teachers now have higher expectations of what pupils can achieve. Pupils' literacy skills have improved and the majority of pupils are reaching standards that are much closer to those of other pupils of the same age nationally.
- Teachers question pupils well in lessons to check their understanding and pupils are encouraged to ask questions to clarify their learning.
- The headteacher is aware that some teachers need more support and guidance than others. However, rapid overall improvements have enabled the standards to be met.

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

### *Paragraph 5, 5(b)(iii)*

- The inspection in April 2015 and the first progress monitoring inspection in April 2016 found that pupils were not well informed about, nor did they have opportunities to learn about, topical events that were happening locally, nationally or globally. Pupils had very little knowledge of public institutions and services in England. Therefore, their understanding of how they could contribute positively to the lives of those living and working in the locality and to society more widely was limited.
- At the second progress monitoring inspection, inspectors identified that leaders had

taken some steps to meet this standard. Pupils had raised money for a national charity and had invited local residents into the school. However, pupils' knowledge of how they could contribute to the lives of others both locally and to society more widely remained limited.

- This inspection identified that pupils now have a number of regular opportunities to contribute positively to society locally and more widely. Senior leaders have built strong, sustainable links with local community projects such as the Ouseburn Open Space Initiative and the Archers Homeless Project. This has enabled pupils to have an active part in contributing to society with activities such as tree planting and actively helping those who may be homeless.
- Pupils have learned about Parliament in Britain through question-and-answer sessions with the local Lord Mayor and the Speaker of the House of Commons. This has given them a greater understanding of how they can contribute to society more widely.
- Pupils were highly successful when they played a game of football with pupils from another school. This success has prompted plans for more games with pupils from different year groups from both schools.
- Senior leaders have a plan in place to ensure that they build on the activities that have already taken place. Pupils speak of how pleased they are with these new initiatives.
- This standard is now met.

### Part 3. Welfare, health and safety of pupils

#### *Paragraph 7, 7(a), 7(b)*

- At the second progress monitoring inspection in January 2017, this previously unmet standard was met. Leaders had ensured that the safeguarding policy was available on the school website and followed required government guidance. All staff had the appropriate training and safeguarding checks.
- This inspection confirms that the safeguarding policy continues to be compliant with government guidelines and is available for parents on the school website. Appropriate safeguarding checks are still being made on all adults.
- This standard remains met.

#### *Paragraph 16, 16(a)*

- The full inspection of April 2015 and the first progress monitoring inspection of April 2016 found that, although risk assessments were completed, not all risks identified were acted on.
  - The second progress monitoring inspection in January 2017 identified that leaders had developed risk assessment procedures and documentation for the outside area and classrooms that were appropriate and used effectively by staff. However, not all risk assessments stringently covered specific hazards, such as sporting injuries or particular travel arrangements. Therefore these standards remained unmet.
- Senior leaders have ensured that risk assessments in place for trips and events are now much more specific. Teachers identify the specific risks regarding travel, venue, activity

and pupils' medical needs. Risk assessments are checked and authorised by the headteacher and the deputy designated safeguarding lead. They are updated on the day of the visit to consider potential hazards that any changes in the weather may cause.

- This standard is now met.

#### Part 4. Suitability of staff, supply staff, and proprietors

##### *Paragraph 18(2) (a, b, c, d, e), 18(3)*

- The inspections in April 2015 and April 2016 found that these standards were not met because appropriate safeguarding checks had not been met and there were inconsistencies in record keeping.
- The second monitoring inspection in January 2017 identified that all the required checks were made on staff and trustees, and the single central record appropriately recorded this information. These standards were therefore found to be met.
- These standards remain met.

#### Part 8. Quality of leadership in and management of schools

##### *Paragraph 34(1), 34(1)(a), 34(1)(b)*

- It was previously identified by inspectors in April 2015 and at both progress monitoring inspections in April 2016 and January 2017 that the proprietor had not ensured that the independent school standards were met consistently.
- The proprietor has used the skills of external consultants to help leaders and managers develop their own skills, so that improvements have resulted in all the independent school standards being met.
- The headteacher writes a comprehensive and evaluative termly report for trustees to consider at their termly meetings. This report covers all aspect of school life, including safeguarding, teaching and learning, and personal development. The principal offers challenge to the headteacher on receiving the report prior to the meeting. However, as the headteacher is not invited to attend these meetings, opportunities for other trustees to challenge his report or for the headteacher to respond directly to any issues raised are missed.

##### *Paragraph 34(1)(c)*

- Although originally identified as unmet, this standard was met at the inspection in January 2017. Leaders and managers had made arrangements so that the school site, both inside and outside, is safe and hygienically maintained, that appropriate checks are made on staff and visitors, and that staff are trained and knowledgeable regarding safeguarding. It was concluded that they had made arrangements with a view to improving the well-being of children, as per section 10(2) of the Children Act 2004.
- Therefore, standard 34(1)(c) was met in January 2017 and remains met.

## **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 that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### **The school now meets the following independent school standards**

#### **Part 1. Quality of education provided**

- The proprietor has now ensured that pupils have access to up-to-date careers guidance that is presented in an impartial manner which enables them to make informed choices about a broad range of career options to encourage them to fulfil their potential (paragraph 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)).
- The proprietor has now ensured that pupils acquire new knowledge and make good progress according to their ability and that teaching shows a good understanding and takes account of the aptitudes, needs and prior attainments of pupils (paragraph 3, 3(a), 3(d)).

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

- The proprietor has now encouraged pupils to 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 (paragraph 5, 5(b)(iii)).

#### **Part 3. Welfare, health, and safety of pupils**

- The proprietor has drawn up and implemented risk assessments to promote the welfare of pupils; all risk assessments follow the school's risk assessment policy in identifying specific hazards. Therefore the proprietor has ensured that the risk assessment policy is effectively implemented (paragraph 16, 16(a)).

#### **Part 8. Quality of leadership in and management of schools**

- The proprietor has ensured that those with leadership and management responsibilities at the school fulfil their responsibilities so that the independent school standards are met consistently (paragraph 34(1), 34(1)(a), 34(1)(b)).

## School details

Unique reference number	134574
DfE registration number	373/6030
Inspection number	10034700

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	Independent Muslim school
School status	Independent school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of students in the sixth form	Mixed
Number of pupils on the school roll	28
Of which, number on roll in sixth form	2
Number of part-time pupils	0
Proprietor	Madni Trust
Chair	Akhtar Ghouri
Headteacher	Mr Mohammed Sajjad
Annual fees (day pupils)	£1,500
Telephone number	0114 221 7907
Website	<a href="http://www.alhudaacademy.co.uk">www.alhudaacademy.co.uk</a>
Email address	<a href="mailto:amaar@alhudaacademy.co.uk">amaar@alhudaacademy.co.uk</a>
Date of previous standard inspection	10–11 January 2017

## Information about this school

- The Al Huda Academy, also known as Jamia Al-Hudaa, is an independent Muslim school. It is part of the Madni Trust.
- The school received progress monitoring inspections in April 2016 and in January 2017, where some standards were identified as not being met.
- The school's last full standard independent inspection was in April 2015 when the school

was judged to be inadequate.

- The school does not use any other alternative provision or any other premises.
- Jamia Al-Hudaa is registered to provide day and residential education for 38 boys and girls between 11 and 18 years.
- The school currently provides education for boys only. The school ceased boarding provision in the autumn term 2016.
- The headteacher noted his intention at the inspection in January 2017 to apply for a material change to alter the registered provision to 11 to 16 years.
- The school currently has two pupils who are over the age of 18 and therefore outside the Department for Education (DfE) registration requirements.
- The school's vision is 'offering a beautiful blend of mainstream Islamic education under the professional guidance of great Muslim scholars, in the best possible Islamic environment'.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The inspection took place without notice.
- This was the school's third progress monitoring inspection. The first progress monitoring inspection took place in April 2016 and the second in January 2017.
- The DfE required an action plan following the school's last full standard inspection. That action plan was judged to require improvement. The school has subsequently written another action plan.
- Inspectors spoke to pupils in meetings and informally around the school and, when appropriate, in lessons. They also met throughout the day with the headteacher, the administration manager and the principal.
- The inspectors examined a range of documents required as part of their assessment of compliance with the independent school standards, including risk assessments, careers information and information on pupils' achievement.
- Inspectors also checked documentation relating to safeguarding.
- Inspectors observed learning in a number of lessons in a range of subjects. They also evaluated work in a number of pupils' books in different year groups.

## Inspection team

Jo Sharpe, lead inspector

Her Majesty's Inspector

Deirdre Duignan

Her Majesty's Inspector



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