

Jamia Al Hudaa

Independent school standard inspection report

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Reporting inspector	David Young

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, 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.^{1, 2}

Information about the school

Jamia Al Huda is an independent Muslim school, which is registered to provide day and residential education for boys. It is situated in Sheffield and is part of the Madni Trust, a registered charity. The school opened in 2002 and received registration in 2006. It is registered to admit boys aged 11 to 16 years. There are 102 students on roll. Currently there are 64 boys on roll, six of whom are above compulsory school age. Most of the boys are from minority ethnic backgrounds, mainly of Asian or Black origin. About a quarter of the boys attend daily, living locally in Sheffield. The majority of the boarders are from the United Kingdom but a few are from overseas. The school was last inspected in February 2008 and the last inspection of the boarding provision was in March 2011.

Since September 2008, the school has established a girls' section which now admits 38 girls as day students in the age range 11 to 14 years, with plans to extend the age range to 16 years as girls progress through the school. The school has applied for a material change for the extension of the age range for boys to 18 and for the admission of girls. These aspects of the provision were evaluated during this inspection.

No pupils have a statement of special educational needs and none is at the early stages of acquiring English. The curriculum reflects the traditional *Darul Uloom* where Islamic studies are taught in the morning followed by a secular curriculum, including some subjects of the National Curriculum, in the afternoon. The school aims

to provide a relaxed environment where boys can study Islamic sciences alongside National Curriculum subjects; to ensure that the new generation of Muslims are graced with Islamic values; and capable of becoming valued British citizens'.

Evaluation of the school

Jamia Al Huda provides a good quality of education for both boys and girls and is successful in meeting its aims. Students make good progress in both their Islamic and secular studies, and there are examples of outstanding progress particularly in

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

the memorisation of the Qur'an. The school makes good provision for the personal development of students; behaviour within the school is outstanding and students demonstrate consistent commitment to their work and a desire to succeed. The school's arrangements for safeguarding students are good, based on thorough policies and procedures for staff recruitment and for child protection. The school has made good progress since its last inspection and now meets all the regulatory requirements. It is recommended that the material changes to the registered age range, and the admission of girls, be approved.

Quality of education

The curriculum provided for both boys and girls is good. There are particular strengths in the Islamic curriculum where two curriculum structures are available. The majority of boys enrol onto the seven-year Islamic course with the aim of qualifying as *Alims*, Islamic scholars. This course is successful in achieving its aims as students make good progress in memorisation and pronunciation of the Qur'an, an understanding of the meaning of the holy scripture, together with *Aqeeda* (belief), *Hadith* (understanding the sayings of the prophet) and Islamic history. For these students the time allocated to the Islamic sciences increases throughout the school, resulting in full-time study for post-16 students. The second Islamic studies course is the Hifz programme which focuses on the memorisation and pronunciation of the complete Qur'an, enabling students to qualify as *Hafiz*, teachers in this field. Some students make outstanding progress in the memorisation of the Qur'an and demonstrate excellent concentration for long periods of time.

All the required areas of learning are included in the curriculum for all students. There are strong elements of personal, social and health education integrated throughout the Islamic studies curriculum. In addition, the school has extended its provision to include visits from members of the local community, including police and fire services, along with careers advice. Students are successful in their studies of Arabic and Urdu, alongside subjects of the secular curriculum. Good provision is made for the teaching of English, mathematics, science, and religious education. Both the girls' and boys' sections of the school have appropriate access to computers and all students are entered for GCSE accreditation in information and communication technology. Long-term plans have been put in place for all the Islamic and secular subjects. These provide a suitable overview of topics to be taught and the sequence of study across the school years. Commercial schemes are followed for the teaching of English, mathematics and science which ensure appropriate progression in learning. Daily lesson planning is implemented in a manner which identifies the objectives and activities to be achieved. The school has plans to implement a systematic approach to medium-term planning to ensure consistency of expectations for teachers of Islamic and secular subjects. The organisation of the curriculum enables all students to achieve GCSE accreditation, often accumulated by external examination success in Years 9 to 11. Although there are significant elements of human, social and creative and aesthetic areas of learning in the combination of the Islamic and secular subjects, these areas are underrepresented overall. There has been limited increase in the range of

opportunities for students to visit places of local and national interest since the time of the last inspection.

The school has made good progress in the development of teaching and assessment since the time of the last inspection. The quality of teaching and assessment is good, and both girls and boys enjoy their learning experiences. Teachers in both aspects of the curriculum demonstrate good subject knowledge and provide lessons which interest and engage their students. The majority of teaching is formal in style with an emphasis on presentation by the teacher, oral questioning which confirms students' understanding, and written tasks which consolidate and reinforce learning. In the best lessons students are provided with more extensive opportunities to discuss their ideas and to ask questions which deepen their knowledge and understanding. Teachers do not always provide sufficient opportunities for students to develop their ideas through paired, group and whole-class discussion. All students are taught physical education each week. However, the time allocated and the range of sports and games experienced is restricted.

The school has not made sufficient use of attainment data received from primary schools and as a result is not able to determine accurately the extent of progress of individual students over their years in the school. Almost all students completing Year 11 in the last two years achieved at least five A* to C grades at GCSE, including English and mathematics. A number of students have extended their study of Arabic and Urdu to achieve success at AS level. Recent developments in the recording of continuous assessment data suggest that this, together with achievement in the Islamic curriculum, represents good progress for the vast majority of students.

Spiritual, moral, social and cultural development of pupils

Provision for the spiritual, moral, social and cultural development of students is good. The nature of the Islamic curriculum, including daily opportunities for students to practise their faith, provides students with a strong sense of identity and self-worth. Students are proud of their religious and cultural heritage and value the opportunities provided for spiritual and cultural development. Relationships between students and staff are good, characterised by mutual respect and high expectations of behaviour. Behaviour in lessons is outstanding; students concentrate well and demonstrate courtesy to their teachers. Students contribute to the daily life of the school by sharing a range of duties, particularly in the boarding arrangements. They contribute to charitable collections and take an active part in the organisation of school events and awards evenings. Senior students take on the role of prefects and all year groups have an opportunity to contribute their ideas through the school council.

Attendance is good for both boarders and day students. The religious studies curriculum provides students with good opportunities to learn about the diversity of cultures and beliefs in the United Kingdom. This understanding is reinforced through links with a local primary school, guest speakers and visits by local council members. The school has developed appropriate links with other Islamic educational

organisations but limited opportunities are provided for students to take an active part in the wider community beyond the school. Students are successful in taking up places in further education but have no opportunity to take part in workplace activities other than contributing to the life of the religious community.

Welfare, health and safety of pupils

The school makes good provision for the welfare, health and safety of students. Comprehensive policies for all aspects of welfare and safety are implemented consistently. Procedures for monitoring and maintaining all aspects of the premises and fire safety are outstanding. Comprehensive risk assessments are in place and regularly reviewed. Staff with responsibility for child protection, first aid and fire safety are trained appropriately and the school is rigorous in ensuring that all required training is kept up to date. Incidents and accidents are recorded accurately, together with details of the application of rewards and sanctions. Satisfactory provision is made through the curriculum and through the provision of an appropriate diet, to encourage students to develop healthy lifestyles. However, a minority of students state that the school does not help them to be healthy. There are insufficient planned opportunities for students to take part in physical leisure activities within and beyond the curriculum. The environment of the school, staff supervision and active implementation of anti-bullying policies, ensure that students are safe; a very large majority of students report that they feel safe in school. The school has an appropriate three-year plan to meet the requirements of the Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2001.

Suitability of staff, supply staff and proprietors

The school has ensured that all required checks on the suitability of staff and proprietors are completed consistently. Details of these checks are recorded in a suitable single central register.

Premises and accommodation at the school

The school occupies extensive premises, formerly used as a community secondary day school. The school provides a safe environment for effective learning for both boys and girls. Appropriate refurbishment has taken place in those areas of the premises currently occupied, and a rolling programme of improvement is planned to accommodate future extension of student numbers. The boys' accommodation, including the residential provision, is physically separated from the provision for female day students. There are separate classrooms, outside play spaces and staffing arrangements in the girls' and boys' sections of the school. The school has extensive grounds which are available for recreation for boarders outside of school hours.

Provision of information

The school provides all the required information for parents and carers through its website and prospectus. Information is up to date and ensures access to a comprehensive range of school policies and procedures. An annual written report is provided for all parents, giving appropriate information about progress in both the Islamic and secular subjects of the curriculum, together with helpful advice, in some subjects, about next steps for improvement. A very large majority of parents who responded to the questionnaire are happy about the information received from the school, and all are happy with their child's experiences at the school.

Manner in which complaints are to be handled

The school has appropriate written policy and procedures for the fair and timely management of complaints.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- develop the curriculum to include more systematic coverage of the human and social, creative and aesthetic areas of learning
- provide more consistent opportunities for students to clarify their ideas and understanding through paired, group and whole-class discussion
- provide planned curricular and social opportunities for all students to be more involved in the wider community beyond the school
- increase the opportunities for students to develop healthy lifestyles through enhanced provision for physical education and games.

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils	✓			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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School details

School status	Independent		
Type of school	Muslim secondary school		
Date school opened	October 2002		
Age range of pupils	11-18		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 64	Girls: 38	Total: 102
Number of boarders	Boys: 49	Girls: 0	Total: 49
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£1,200		
Annual fees (boarders)	£2,700		
Address of school	Park House Bawtry Road Tinsley Sheffield S9 1WD		
Telephone number	0114 2438000		
Email address	zaheer@madnitrust.com		
Headteacher	Zaheer Rahman		
Proprietor	Madni Trust		