

Jamia Al Hudaa – also known as Al Huda Academy

Ouseburn Croft, Sheffield, S9 3FY

Inspection dates	29 April–1 May 2015	
Overall effectiveness	Inadequate	4
Leadership and management	Inadequate	4
Behaviour and safety of pupils	Inadequate	4
Quality of teaching	Requires improvement	3
Achievement of pupils	Requires improvement	3
Sixth form provision	Inadequate	4
The overall experiences and progress of children and young people	Inadequate	4

Summary of key findings

This is an inadequate school

- Senior leaders and trustees do not ensure students are kept safe. Their evaluation of the school is over generous.
- The overall experience of boarders is inadequate. Leadership and management of the boarding provision are weak. Areas for improvement identified at the last boarding inspection have not been addressed and 14 National Minimum Standards for Boarding Schools are not met.
- Procedures to safeguard students are inadequate. Recruitment checks have not been made on all members of staff and checks are not completed for staff from overseas. Behaviour and safety are inadequate.
- The accommodation, both inside and outside of the building, is not adequately maintained. This compromises students' welfare, health and safety.
- Students' achievement requires improvement. From their various starting points they make uneven progress, particularly in English and mathematics. Standards are below average.
- The quality of teaching requires improvement. Assessment information is not used well to pitch work at just the right level for all students.
- The sixth form is inadequate. The shortcomings in safeguarding and welfare, health and safety are equally applicable to sixth form students.

The school has the following strengths

- Islamic sciences are taught thoroughly and students make steady progress towards being able to read, recite and memorise the Qur'an.
- Students are polite and respectful to each other and visitors. They value their school and have good relationships with each other and the staff.

Compliance with regulatory requirements and national minimum standards for boarding schools.

- The school requires improvement and must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by the Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements. The details are listed in the full report.
- The school does not meet the national minimum standards for boarding schools. The details are listed in the full report.

Information about this inspection

- This inspection was conducted, without notice, at the request of the Department for Education (DfE) because of a number of complaints received about the school and boarding provision.
- The inspectors observed teaching in all classes and all classes were visited as part of a learning walk with a member of staff. Inspectors toured the inside and outside of the building.
- During visits to classrooms, inspectors reviewed students’ work and spoke with them about their learning. Inspectors scrutinised students’ work in a range of subjects and held meetings with teachers, staff members and students.
- Inspectors examined school policies and documentation from the education and residential provision. They scrutinised students’ work from across the school and looked at students’ records and assessment information.
- Inspectors conducted a telephone interview with one of the trustees. The inspection team also looked at the school’s documentation, including teachers’ planning and the school’s policies and procedures for safeguarding, welfare, health and safety.
- There were insufficient responses to the online questionnaire (Parent View) to evaluate the views of parents and carers. Account was taken of 27 questionnaires completed by the boarding students about their residential experience.
- Inspectors observed lunch, break times, the students using a public play area, and the Friday prayers and sermon.
- Inspectors observed routines of residential students, including evening prayers and a mealtime. They spoke to students about their experiences as boarders.
- A material change request was considered in connection with the suitability of the current site and an increase in the number students that the site is suitable for.

Inspection team

Amraz Ali, Lead inspector	Her Majesty’s Inspector
Nicholas Murphy	Social Care Inspector

Full report

Information about this school

- Also known as Al Huda Academy, 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. There is no alternative off-site provision used by the school.
- The school opened in 2002 and received registration in 2006. It is registered to admit boys and girls aged 11 to 18 years. Currently there are 55 boys on roll; 27 boarders and 28 day students. One is above compulsory school age and most of the boys are from minority ethnic backgrounds, mainly of Asian or Black origin. The school was last inspected in May 2011. The last inspection of the boarding provision was in March 2014.
- 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.
- Until July 2014 the school admitted girls. From September 2014 only boys have been admitted and no girls are educated on this site. From September 2014 the school relocated to its current site, a Victorian former maintained school, which has been totally refurbished and an additional floor added.

What does the school need to do to improve further?

- Improve the quality of leadership and governance by:
 - ensuring the school building and outside areas are repaired and maintained to an acceptable standard
 - ensuring that all recruitment checks are undertaken and recorded appropriately
 - ensuring agreed policies and procedures are followed
 - reducing the number of fixed and permanent exclusions
 - providing trustees with information about all aspects of the provision and outcomes for students.
- Improve the consistency of the quality of teaching by:
 - planning lessons and work which challenge students of all abilities, particularly the more able
 - providing more opportunities for students to engage in practical activities, particularly in science
 - ensuring sufficient suitable teaching resources are provided
 - ensuring that students take pride in their work and exercise books and this leads to books that are tidy and well presented.
- Improve achievement, particularly in English and mathematics, by:
 - providing students with more opportunities to apply their skills to longer, creative pieces of writing
 - providing students with more opportunities to apply their mathematical skills to problem solving and investigations
 - providing students with feedback that helps them to improve their work, learning and progress.
- **The school must meet the following independent school standards.**
 - Ensure that there is a written policy on the curriculum, supported by appropriate schemes of work, drawn up and implemented effectively (paragraph 2(1)(a)).
 - Ensure that students have access to accurate, up-to-date careers guidance that is presented in an impartial manner; enables them to make informed choices about a broad range of career options; and helps to encourage them to fulfil their potential (paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)).
 - Enable students 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 (paragraph 3(a)).

- Ensure that teaching 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 (paragraph 3(d)).
- Ensure that teaching utilises effectively classroom resources of a good quality, quantity and range (paragraph 3(f)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b)).
- Ensure that arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school. Ensure that such arrangements have regard to the National Minimum Standards for Boarding Schools (paragraph 8,8a and 8b).
- Ensure that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy (paragraph 11).
- Ensure that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy (paragraph 13).
- Ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- Ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and appropriate action is taken to reduce risks that are identified (paragraph 16, 16(a) and 16(b)).
- Ensure that no member of staff is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act (paragraph 18(2)(a)).
- Ensure that no member of staff carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction (paragraph 18(2)(b)).
- Ensure that the proprietor carries out appropriate checks to confirm in respect of each member of staff the person's identity, medical fitness, right to work in the United Kingdom and where appropriate, the person's qualifications (paragraph 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii) and 18(2)(c)(iv)).
- Ensure that, where relevant to any member of staff, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment (paragraph 18(2)(d)).
- Ensure that in the case of any member of staff for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State (paragraph 18(2)(e)).
- Ensure that in the case of staff who care for, train, supervise or are in charge of boarders, in addition to the matters specified in paragraphs (a) to (e), the proprietor checks that Standard 14 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 14 of the National Minimum Standards for Residential Special Schools, is complied with (paragraph 18(2)(f)).
- Ensure that the checks referred to in sub-paragraphs (2)(c) and (2)(e) must be completed before a person's appointment (paragraph 18(3)).
- Ensure that suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education (paragraph 23(1) and 23(1)(c)).
- Ensure that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (paragraph 25).
- Ensure that suitable outdoor space is provided in order to enable physical education to be provided to pupils in accordance with the school curriculum and pupils to play outside (paragraph 29(1), 29(1)(a) and 29(1)(b)).
- Ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are

met consistently; and fulfil their responsibilities effectively so that the independent school standards are met consistently; and actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

■ **The school must meet the following national minimum standards for boarding schools.**

- All medication is safely and securely stored and proper records are kept of its administration. (NMS 3.4)
- Boarders can contact their parents/carers and families in private and schools facilitate this where necessary. (NMS 4.1)
- Boarders can personalise an area of their accommodation with suitable posters and personal items if they wish. (NMS 5.6)
- Boarding accommodation is reserved for the use of those boarders designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of organised groups using school facilities) substantial and unsupervised access to pupils, or to boarding accommodation while occupied by pupils. (NMS 5.7)
- The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured. (NMS 6.2)
- In addition, fire drills are regularly (at least once per term) carried out in 'boarding time'. (NMS 7.2)
- Suitable accommodation is provided for the hygienic preparation, serving and consumption of boarders' main meals. This may be situated in the main school provided it is adjacent to or reasonably accessible from the boarding accommodation. (NMS 8.2)
- There is an appropriate range and choice of activities for boarders outside teaching time, including sufficient and suitably timed free time each day. Suitable risk assessments are in place for any activities which may put boarders at risk of harm. (NMS 10.1)
- Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors, and there are safe areas at school where boarders can be alone if they wish. (NMS 10.2)
- Boarders have access to information about events in the world outside the school, and access to local facilities which are appropriate to their age. (NMS 10.4)
- The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary. (NMS 13.1)
- The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met. (NMS 13.4)
- Schools operate safe recruitment and adopt recruitment procedures in line with the regulatory requirements and having regard to relevant guidance issued by the Secretary of State. (NMS 14.1)
- Any staff member or volunteer employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding. (NMS 15.1)

Inspection judgements

The leadership and management are inadequate

- Leaders and managers at all levels, including trustees, have failed to ensure that agreed policies and procedures are implemented effectively. They have not ensured that all of the required recruitment checks have been made on employees and they have not conducted additional checks on overseas staff. Not all staff have received the required training on child protection. Consequently, these arrangements do not meet statutory requirements. A large proportion of the independent school standards and the national minimum standards for boarding schools are not met.
- Leaders and trustees have overseen the move to new premises and, in the long term, the building offers great potential for the staff and students. However, leaders and trustees have not ensured that the entire building and outside spaces are safe enough. Risk assessments have been ineffective at identifying and reducing all risks. In its current state, it presents significant dangers to the safety of staff and students.
- The admission register does not meet the independent school standards. When students leave, the school does not always know their destination and these are not recorded as required.
- There is variability in the quality of teaching and so the progress of students is uneven. Senior leaders have begun to evaluate the quality of teaching and use a check-list approach to identify features of effective and less effective teaching. However, performance management arrangements and guidance for staff to improve the quality of teaching is underdeveloped.
- The curriculum does not fully meet requirements. Although there is a curriculum statement, it is not implemented effectively. For example, it states that students access the national curriculum and have information and communication technology (ICT) lessons, but this is not the case. The arrangements for providing careers guidance do not meet requirements because there is not a systematic programme to give students impartial advice and guidance about future options.
- There are elements of human, social and creative and aesthetic areas of learning taught through both Islamic and secular subjects to meet requirements, but these areas are under-represented overall. This aspect was identified as an area for improvement at the last inspection. Human and social experiences are largely provided through religious studies in Key Stage 4 and by learning about the background to texts studied in English. For example, when studying *The Merchant of Venice*, students are taught some aspects of history and geography.
- Creative and aesthetic experiences are provided in a cross-curricular way. For example, students use drama in GCSE English lessons to act out scenes from the texts they are studying and make up improvised scenes. Art work tends to be limited to drawing. For example, students had to design advertisements, including illustration, for a new drink as part of an English topic. Music is limited to students performing Nasheeds (Islamic chants). Although meeting requirements, the planning for creativity is not as well developed as the planning for human and social experiences.
- Students comment that recent improvements mean they now have regular physical education lessons and have been taught the rules and skills for playing rugby and rounders. Students speak enthusiastically about a recent trip to an ice rink where they had the opportunity to try out ice-skating. However, opportunities for after-school activities are few.
- The curriculum and the school's ethos promote respect for and tolerance of other faiths and cultures. Students present as tolerant and knowledgeable about other faiths. For example, Year 11 students were able to explain similarities and differences between the beliefs of Christians and Muslims. Year 11 students talk with confidence about the need to respect the law of the land. They are clear that some things are not allowed in Islam but are legal in England, such as eating pork, drinking alcohol or homosexuality. They talk about individual choice and free will.
- The arrangements for students' spiritual, moral, social and cultural development are sound. There have been recent improvements to the curriculum. A new commercial scheme to develop students' understanding of citizenship in an Islamic context has been introduced. These plans meet requirements but some students' understanding of democracy remains underdeveloped.
- The school's culture fosters good relationships between different groups of students. Although the school is committed to equality of opportunity, the unevenness of progress overtime, the fact that currently boys have not done as well as girls, and the most able do not achieve as well as they could, means that they do not ensure equality of opportunity for all students.
- The school had two websites in operation. Very recent improvements mean that the 'Al Huda Academy' website now makes the required information available to parents, carers and others. It includes a copy of the safeguarding policy, which meets requirements, and a list of other policies that are available on

request.

- Policies which apply to the boarding accommodation are adequate, although the quality of record keeping is variable. Professional support for boarding staff is very poor and there are no opportunities for boarding staff to develop their knowledge and skills, and they receive no formal supervision or appraisal.

- **The governance of the school:**

Trustees have high aspirations for the school to become a centre for the local Muslim community.

They have worked hard to raise funding to develop the once dilapidated building. To some extent, the school has already become a key part of the local community. However, trustees have not ensured that the building is safe and secure for its students. Consequently, many of the independent school standards are not met.

Trustees' knowledge of the school and boarding arrangements is mainly from their visits to the school and discussions about the external examination results. There are embryonic plans in place for the headteacher to provide trustees with reports about welfare, health and safety, the single central register, behaviour of students and some aspects of teacher performance. This does not extend to the academic progress being made by different classes and groups of students.

The behaviour and safety of pupils

are inadequate

Behaviour

- The behaviour of students requires improvement. Although the behaviour of students that was observed by inspectors was good in lessons and around the school, this aspect requires improvement because of the high proportion of students who have had fixed-term and permanent exclusions.
- Students behave well during most lessons and they generally demonstrate positive attitudes to their work.
- Students' behaviour around the school, such as in the dining room or on the adjacent field, was observed to be good. Most require only minimal supervision. They are polite to one another and get on well with each other. They state that bullying is rare and are confident that if there are any incidents staff will deal with them.

Safety

- The school's work to keep students safe and secure is inadequate. The maintenance of the building and the outdoor space is inadequate and poses risk to students' welfare. Risk are not systematically identified and reduced. Health and safety procedures are not always followed. For example, chemicals are stored in unlocked cupboards and the boiler rooms are not labelled and unlocked. Kitchen hygiene is wanting and the local authority environmental health department has not been made aware that meals are being prepared on the premises.
- Although there are appropriate fire risk assessments in place, and there have been at least two fire drills during the last year, there was not the required fire practice held to practise evacuations during residential time. Consequently, the school does not meet the national minimum standard for fire safety in a boarding school.

The quality of teaching

requires improvement

- Teaching is not always as effective as it could be because activities are not well adapted to meet all students' needs. Teachers do not always use what they know about students to carefully match tasks to students' needs, particularly the most able who often have to wait for other students to catch up before they are given further work to complete. As a consequence, students' progress is variable, especially in English and mathematics.
- Students spend much time reading the Qur'an on a daily basis. They are expected to read and follow instructions in text books. Beyond this and the texts they study in English, there are few opportunities for students to read fiction and non-fiction books or newspapers.
- Although there is appropriate coverage of English and mathematical knowledge, there are limited opportunities for students to write creatively at length or to apply their mathematics skills to problem-solving or investigations. There are few opportunities for students to undertake practical activities, particularly in science where they do not have access to a science laboratory.
- Teachers do not mark students' work thoroughly or provide effective guidance on how work can be

improved. Students are not always expected to correct or improve their work. The work in some students' books is sometimes untidy and incomplete. This is because teachers' expectations are not high enough and students do not demonstrate pride in their work.

- Beyond the GCSE text books resources are limited; there are few resources for use in practical activities, particularly in science.
- Teachers are knowledgeable about their subjects but do not always consider how best to develop students' knowledge, skills and understanding. For example, in a mathematics lesson, students were taught rules to follow when adding fractions without being taught the mathematical reasons behind these and the correct mathematical terminology was not always used.
- The arrangements for assessment and tracking of students' progress are based on the school's own bank of tests. These are mainly English, mathematics and science tests and, used termly, they give each student a score out of one hundred. Although this gives staff a general indication of progress, they do not link precisely to end-of-year expectations or the predicted GCSE examination grades. Prior attainment, such as statutory assessment information from Year 6, is not used to set targets or to evaluate whether or not students have done as well as they should.
- Teaching is more effective in some of the Hifz (memorisation of the Qur'an) and Islamic science lessons.

The achievement of pupils

requires improvement

- The progress and attainment of students is inconsistent as a direct result of the variability in the quality of teaching. Although some students do well and gain a reasonable number of GCSEs, this is not the case for all students. In 2014, the final year that the school educated both boys and girls, the proportion gaining at least five GCSEs at grades A*-C, including English and mathematics, was below average. The attainment of girls was better than boys. Fewer than a third of the boys gained at least five good GCSE passes, including English and mathematics.
- The most-able students do not always do as well as they could. In 2014, the proportion reaching the higher grades was well below average. In lessons, the more-able students are not always challenged and sometimes have to wait for other students to catch up. Students in Year 11 are not encouraged to continue to study a secular subject if they have previously secured a grade C or above.
- There is no planned programme of careers guidance which will provide independent information, advice and guidance on how to progress to the next stages of their education, training or employment. There are no opportunities for students to undertake work experience unless this is organised by their families.
- Work in students' exercise books shows inconsistent progress across the school in a range of subjects, but particularly in English and mathematics. Students' skills in reading and writing are underdeveloped. Work does not always challenge the most-able students. Often, they complete tasks quickly and have to wait for other students to catch up. Of concern is the progress and attainment of Year 11 students who have already secured a GCSE grade in English language and/or English literature, religious education and science. These students now spend most of their afternoons preparing for the one mathematics GCSE examination that they have been entered for this year. They are not stretched to reach higher standards or to undertake further study.
- Limited resources mean that students do not have access to a wide range of fiction and non-fiction books, and this limits their ability to read widely.
- Residential students' achievement is inconsistent. They tend to reach similar standards as their peers. They say they welcome the opportunity to undertake additional Islamic science lessons at the weekend. However, their general knowledge is limited by their lack of access to newspapers and other sources of information about what is happening in the outside world.
- All students, including residential students, enjoy the opportunities helping to serve at meal times and clear away afterwards. They enthusiastically volunteer to prepare and read short sermons during the Friday assembly.
- A relative strength is the progress made by students in learning to read, recite and memorise the Qur'an.

The sixth form provision

is inadequate

- The welfare, health and safety of sixth form students are compromised because of the shortcomings in managing the risks in the building and outside. Safeguarding arrangements do not meet requirements and represent the same risks to sixth form students as they do to the rest of the school. Consequently, although the behaviour of students is generally good in lessons the behaviour and safety of sixth form students is inadequate.
- The arrangements for the leadership and management of the sixth form are the same as for the school and are inadequate overall.
- Students who choose to remain at the school in the sixth form generally do so to continue their Islamic science studies and to complete their reading and memorisation of the Qur'an. Where students have not secured GCSEs in English and mathematics at a grade C or above, they must join an appropriate Year 11 group to continue these studies. Teaching requires improvement because of the variability in quality and uneven impact on progress.

The quality of care and support

is inadequate

How well children and young people are protected

is inadequate

The impact and effectiveness of leaders and managers

are inadequate

- Students are generally happy with the boarding arrangements and value the positive relationships they enjoy with each other and staff. However, they have limited access to books and newspapers and have very few options for the use of free time. Boarders have limited access to the community.
- Shortcomings in the arrangements to safeguard boarders, coupled with limited training and development for residential staff, mean that young people are not protected.
- The boarding accommodation is adequate but boarders are not encouraged to make it homely. There are insufficient activities for boarders in their leisure time, both within the school and in the wider community. There are no opportunities for boarders to find out about what is happening in the outside world. Facilities for contacting friends and family are restricted and do not afford suitable privacy. There are some arrangements in place for boarders to contribute their views about boarding but these are limited.
- Students who board have good relationships with staff and with each other. The atmosphere within the boarding provision is orderly and happy. The great majority of boarders enjoy the time they spend boarding. One student described boarding as 'a loving community'. There is close working between staff in the school and boarding setting, providing consistency of pastoral support for boarders.

What inspection judgements mean

School and boarding provision

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the GOV.UK website: www.gov.uk/government/publications/non-association-independent-school-inspection-handbook.

Grade characteristics for the judgements made on the school's boarding provision can be viewed in *Inspections of boarding and residential provision in schools, The inspection framework* which is also available on the GOV.UK website: www.gov.uk/government/publications/the-framework-for-inspecting-boarding-and-residential-provision-in-schools.

School details

Unique reference number	134574
Social care unique reference number	SC063971
Inspection number	464148
DfE registration number	373/6030

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.

The inspection of boarding provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

Type of school	Muslim Independent School
School status	Independent boarding school
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	55
Of which, number on roll in sixth form	1
Number of part time pupils	0
Number of boarders on roll	27
Proprietor	Madni Trust
Chair	Dr. A. Ghiouri
Headteacher	Zaheer Rahman
Date of previous school inspection	4 May 2011
Annual fees (day pupils)	Up to £900.00
Annual fees (boarders)	Up to £2700.00
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