

Al Huda Academy (Jamia Al-Hudaa)

Ouseburn Croft, Darnall, Sheffield S9 3FY

Inspection dates

21 April 2016

Overall outcome

Independent school standards not met

Context of the inspection

- The inspection was undertaken at the request of the registration authority for independent schools, the Department for Education (DfE), in order to monitor the progress the school has made in implementing its action plan. The registration authority also asked inspectors to consider the spiritual, moral, social and cultural development of pupils following concerns raised.
- The DfE requested that the inspection focus on compliance with standards in Part 2, paragraph 2(1)(b)(ii) and 3(i) and those not met at the last inspection. They also asked that the inspection should focus on the national minimum standards for boarding schools number 11 and those not met at the last inspection.
- The inspection took place without notice.
- This is the school's first progress monitoring inspection since its full standard inspection which took place in April 2015.
- The DfE required an action plan from the school following the full standard inspection. After evaluation the action plan was judged to require improvement.
- The inspectors toured all parts of the building and outside space at different times of the school day. They held meetings with pupils, the headteacher, deputy headteacher and the boarding supervisor.
- The inspectors examined a range of documents required as part of the independent school standards, including policies, curriculum documents, attendance and admission records and recruitment records.

Main findings

Quality of education provided

- The previous inspection identified that pupils did not have the opportunity to study a sufficient range of subjects. Although documents are now available as indicated in the school's action plan which demonstrate how pupils could study a range of subjects, they are not in full use. Improved schemes of work now include aspects of citizenship, science, information and communication technology (ICT) and the creative curriculum. However, these subjects are not yet all taught to pupils. The subject *Tarbiah* is now taught on a weekly basis. Taught in English, this subject includes aspects of citizenship. This is currently only available for pupils in Years 7, 8 and 9. Since the last inspection a commercial skills package has been introduced, but pupils had only received two lessons at the time of the inspection. Therefore pupils do not benefit from an appropriately taught curriculum. Pupils are now taught information ICT in a newly established ICT suite.
- The inspection in April 2015 found that textbooks were limited in number and range and there were too few resources for use in practical activities such as science and art, which inhibited learning. Since the last inspection, rooms have been allocated for the teaching of science and art, as planned. A library is also being developed. Resources are still inadequate and this continues to limit pupils' learning in a range of subjects, including science.

- As a result of implementing their action plan, leaders and managers now have a well-written careers policy. However, it is not yet put into full use. A visiting speaker recently spoke to pupils in Years 9, 10 and 11 about careers opportunities. No other guidance or advice has been given and, although planned for, relevant literature and work experience opportunities are not yet available.
- Inspectors previously identified that teachers did not help pupils acquire new knowledge, nor did they take into account their aptitudes and prior attainment. Some professional development has been completed by teachers as noted in the school's action plan to help teachers meet the needs of pupils. However, skills taught are not yet being effectively used in lessons to support pupils' learning and leaders and managers are not monitoring the effectiveness of teaching as planned. Teachers continue to teach pupils without taking into account their different starting points and rates of learning. Consequently pupils do not make good progress and progress over time is still too variable.

Spiritual, moral, social and cultural development of pupils

- Pupils have self-confidence and are very aware of what is right and wrong. Visitors from the local police force help pupils gain an understanding of the consequences of the use of illegal drugs and dangerous weapons. This also allows them to gain some understanding of civil and criminal law in England and how to keep themselves safe. Some pupils are aware of how to keep themselves safe when using the internet.
- Leaders and managers have introduced an 'external speakers' policy and completed a 'Prevent' duty risk assessment following online training. They are aware of their responsibilities in protecting pupils from any partisan political views and ensuring that fundamental British values are not undermined. Older pupils are alert to the dangers of radicalisation and know how to protect themselves.
- Pupils are not well informed about or do not have opportunities to learn about topical issues that are happening locally, nationally or globally. Pupils have very little knowledge of public institutions and services in England. Therefore their understanding of how they can contribute positively to the lives of those living and working in the locality and to society more widely is limited.
- Pupils, including boarders, do not get enough opportunities to communicate or learn about people with different beliefs or cultures. Pupils understand that women have equal rights to men and that in Britain today, diversity in all forms is accepted and celebrated. Limited learning and experience of other cultures, however, means that pupils cannot demonstrate that they fully respect and appreciate other cultures.
- Boarders do not benefit from a range of leisure activities or facilities. This restricts their life opportunities and their ability to socialise and integrate into the community.

Welfare, health, safety of pupils

- The previous inspection identified that the safety of pupils was compromised due to uncontrolled access to the building, a lack of safeguarding training and poor recruitment checks. The school's action plan indicated that all staff would receive training and leaders and managers would ensure that other issues raised were remedied immediately. The designated safeguarding lead now has up-to-date awareness of child protection and all other staff have recently completed basic online training. However, staff who are left in charge of pupils for considerable lengths of time cannot demonstrate an adequate knowledge of safeguarding procedures. The current safeguarding policy does not have regard to guidance issued by the Secretary of State. This leaves pupils, including boarders, at risk should any child protection issues occur.
- Although previously available to inspectors, the health and safety policy was not effectively implemented as chemicals were not stored safely and risk assessments were not acted upon. Leaders and managers have now ensured that the written health and safety policy is more effectively implemented. As the action plan stated, chemicals are now stored safely and staff have completed online appropriate training. However, although risk assessments are completed, not all risks identified are acted upon.
- Previously fire drills were not conducted during times when just boarders were present. As the action plan indicated, fire drills are now regularly conducted. However, poor record keeping does not ensure that everyone has taken part and would know what to do in the event of a fire.

- Following failures in standards at the last inspection, leaders and managers planned to improve dining and food preparation areas so that they are hygienic or safe. This has not been completed to a satisfactory standard. Food storage is not adequate and many areas lack basic standards of cleanliness. This leaves pupils at risk of illness from bacteria.
- The admission and attendance registers are now maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.
- Previously, inspectors found that there was not always a member of staff on site with appropriate first aid training. The majority of staff have now completed a basic first aid training course in accordance with the school's action plan and there is now always a member of staff on site with appropriate first aid training. Medication is securely stored and administration records are accurate.
- At the last inspection, standards were failed as boarders were not always able to contact family and personalise their own area of accommodation. Boarders now enjoy being able to use their own mobile phone in the evening to contact their family and they are now able to personalise their bedrooms. Leaders and managers have ensured that planned actions have been implemented.

Suitability of staff, supply staff and proprietors

- The inspection in April 2015 found that it was not clear if all members of staff had received appropriate recruitment checks. There are still inconsistencies in record keeping and it is not clear that checks are made on all staff and volunteers that have access to pupils.

Premises of and accommodation at schools

- In April 2015 inspectors found that the building and outside space were not being adequately maintained and no suitable changing rooms were available for pupils.
- Although there are now adequate numbers of toilets, showers and changing areas for pupils, levels of cleanliness throughout the school and boarding provision are not adequate. This presents a potential health hazard to pupils.
- The outside space is still in a poor state and represents a significant risk to boarders' and day pupils' safety. It has not been safely fenced off as the action plan indicates. Although leaders and managers have plans to improve this area, the plans have not been carried through.
- Risk assessments to address these hazards have not been effectively implemented.

Quality of leadership in and management of schools

- As previously identified by inspectors in April 2015 and May 2011, leaders and managers have not ensured that the independent school standards and national minimum standards (NMS) are met consistently or that the well-being of pupils is actively promoted.

Compliance with regulatory requirements and national minimum standards for boarding schools

The school must take action to meet The Education (Independent School Standards) Regulations 2014 and associated requirements

- Ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, providing for the matters specified in sub-paragraph (2) is drawn up and implemented effectively (paragraph 2(1), 2(1)(a)).
- Ensure that pupils have access to accurate, 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 and helps and encourages them to fulfil their potential (paragraph 2(2)(e), 2(2)(e)(i), (ii) and (iii)).
- Ensure that pupils 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, 3(a)).
- Ensure that teachers show a good understanding of the aptitudes, needs and prior attainments of the pupils and ensure that these are taken into account in the planning of lessons (paragraph 3(d)).

- Ensure that classroom resources are utilised effectively and are of a good quality, quantity and range (paragraph 3(f)).
- Ensure that fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are actively encouraged (paragraph 5, 5(a)).
- 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 (paragraph 5(b), 5(b)(iii)).
- Ensure that pupils acquire a broad general knowledge of and respect for public institutions and services in England and develop further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures (paragraph 5(b)(iv),5(b)(v)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school; and that 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 (paragraph 8, 8(a), 8(b) and 30).
- Ensure that no person appointed as a member of staff at the school, other than the proprietor and supply 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 and that no such person 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. Ensure that the person's identity, medical fitness and right to work in the United Kingdom are checked. Ensure that, where relevant to any such person, 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. Ensure that in the case of any person 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. 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. Ensure that the checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment (paragraph 18(2), 18 (2)(a), 18(2)(b), 18(2)(c)(i), (ii), (iii), (iv), 18(2)(d), (e), (f) and 18(3)).
- 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 (paragraphs 11, 16, 16(a) and (b)).
- Ensure that suitable toilet and washing facilities are provided for the sole use of pupils (paragraph 23(1), 23(1)(a)).
- Ensure that suitable changing accommodation and showers are provided for pupils (paragraph 23(1)(c)).
- Ensure that the school premises and the accommodation and outside space are suitable and maintained to a standard that ensures the health, safety and welfare of pupils (paragraph 25, 29(1), 29(1)(a) and 29(1)(b)).
- Ensure that the independent school standards are met consistently and that the well-being of pupils is actively promoted (paragraph 34(1), 34(1)(a), (b) and (c)).

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

- 5.7 Boarding accommodation is reserved for the use of those children 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.
- 6.2 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.
- 7.2 In addition, fire drills are regularly (at least once per term) carried out in 'boarding time'.
- 8.2 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.
- 10.1 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.
- 10.2 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.
- 10.4 Boarders have access to information about events in the world outside the school, and access to local facilities which are appropriate to their age.
- 11.1 The school ensures that arrangements are made to safeguard and promote the welfare of pupils at the school and such arrangements have regard to any guidance issues by the Secretary of State.
- 13.1 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.
- 13.4 The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met.
- 14.1 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.
- 15.1 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.

Inspection team

Jo Sharpe, lead inspector	Her Majesty's Inspector
Julia Wright	Ofsted Inspector
Jamie Richardson	Social Care Regulatory Inspector
Simon Morley	Social Care Regulatory Inspector

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, which includes another school in Nottingham.
- The Al Huda Academy is registered to provide day and residential education for 38 girls and boys between 11 and 18 years. Currently there are 37 boys, of whom six are boarders. The school has not admitted girls to the school since July 2014. Two pupils are above compulsory school age.
- No pupils are disabled or have a statement of special educational needs.
- The school does not use any alternative provision.
- The school's last standard full inspection of both boarding and education took place in April 2015.
- 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'.

School details

Unique reference number	134574
Social care unique reference number	SC063971
Inspection number	10018163
DfE registration number	373/6030

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.

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 boys' 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	37
Of which, number of pupils in the sixth form	4
Number of part-time pupils	0
Number of boarders on roll	6
Proprietor	Madni Trust
Chair	Dr A Ghouri
Headteacher	Zaheer Rahman
Date of previous school inspection	29 April – 1 May 2015
Annual fees (day pupils)	Up to £900
Annual fees (boarders)	Up to £2,700
Telephone number	0114 221 7907
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