

# Al Huda Academy (Jamia Al-Hudaa)

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

## Inspection dates

10–11 January 2017

## Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

## Main inspection findings

### Part 1. Quality of education provided

#### ***Paragraph 2(1), 2(1)(a)***

- The full standard inspection in April 2015 identified that pupils did not have the opportunity to study a sufficient range of subjects.
- Documents were made available with the school's action plan which demonstrated how pupils could study a range of subjects. However, the first progress monitoring inspection in April 2016 found that these plans were not fully implemented and pupils still did not have the opportunity to study a sufficient range of subjects.
- The previous progress monitoring inspection found that improved schemes of work included aspects of citizenship, science, information and communication technology (ICT) and the creative curriculum. However, these subjects were not yet taught to all pupils.
- The subject Tarbiah (a way to develop positive human attributes) is taught on a weekly basis to all year groups. Tarbiah is taught in spoken English and includes learning about citizenship.
- Previously citizenship was only taught to pupils in Years 7, 8 and 9. All pupils now benefit from being taught citizenship.
- Although aesthetic and creative learning is still somewhat limited, all pupils have opportunities to cover this aspect of learning through activities such as art, drama, creative writing and learning about different cultures.
- School leaders have now created a safe outside area where pupils are able to receive physical education lessons. Pupils attend a local sports centre and local playing fields where they also take part in physical education activities.
- School leaders have taken action to ensure that what is written in the policy is now delivered. Therefore, these standards are now met.

#### ***Paragraph 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. Leaders and managers created a well-written careers policy as a result of their action plan. However, the previous progress monitoring inspection concluded that it was not yet fully implemented.

- At the previous progress monitoring inspection relevant literature was not available and only Years 9, 10 and 11 had received careers information from a visiting speaker.
- All pupils recently attended a careers fair at the school where eight or nine visitors gave pupils advice and guidance about particular career pathways. Although literature available in the careers library has improved, it is still extremely limited. However, pupils are directed to relevant websites in information and communication technology lessons and have the opportunity to create a curriculum vitae.
- Some pupils have benefited from receiving personalised, impartial guidance. However, this has still not yet been extended to all pupils and this is inhibiting how well informed they are about the choices they may make.
- Although progress has been made towards meeting these standards they remain unmet.

### ***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 better meet the needs of pupils.
- However, the previous 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.
- Teachers are now receiving observations to help improve the quality of their teaching and school leaders are now identifying strengths and weaknesses in teaching. An external evaluation of the quality of teaching has been commissioned by the school and feedback from this evaluation has helped to identify and improve weaknesses.
- Not enough teachers are giving pupils the opportunity to think for themselves and make considered answers, and this hinders pupils' progress.
- Too many pupils have low-level English literacy skills with a limited vocabulary for their age. This hinders their understanding and learning across other subjects.
- Leaders have established an assessment system that follows pupils' progress from their starting points. However, teachers are not taking this information into account when planning teaching, and targets are not challenging enough.
- Progress has been made towards meeting these standards but they remain unmet.

### ***Paragraph 3(f)***

- 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.
- Inspectors at the previous progress monitoring inspection were able to see that separate rooms had been allocated for the teaching of science and art, as planned in the school's action plan. A library was also being developed. However, resources were still inadequate and this continued to limit pupils' learning in a range of subjects, including science.
- Leaders have since purchased new and good-quality resources. There is now a range of up-to-date fiction and non-fiction literature in the library, for example books which compare Islam and Christianity. Resources in science and art have also been greatly improved.

- This standard has now been met.

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

### ***Paragraph 5(a), 5(b)(iv), 5(b)(v)***

- The previous progress monitoring inspection in April 2015 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.
- The progress monitoring inspection also found that pupils did not get enough opportunities to communicate with, or learn about, people with different beliefs or cultures. Limited learning and experience of other cultures meant that pupils could not demonstrate that they fully respect and appreciate other cultures.
- Pupils now benefit from between two and three trips each month, which helps them learn about other cultures, religions and life in Britain today. Pupils are now able to demonstrate that they know other people may have different customs and beliefs. Pupils knowledgeably discuss what these beliefs and customs are and have an understanding of why they are different from their own. They are able to demonstrate respect for those beliefs.
- Leaders have integrated learning about other cultures, religions and about life in Britain today into tutor time sessions, assemblies and Tarbiah lessons. Discussions about Parliament and Brexit help pupils acquire knowledge and respect for institutions and services in England. Leaders have made a request that someone from the House of Lords visits the school to complement this work further. A response seen by inspectors indicates that this visit should take place shortly.
- These standards are now met.

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

- Leaders have taken some steps to meet this standard. Pupils have raised money for a national charity and have invited local residents into the school. However, pupil's knowledge of how they can contribute to the lives of others both locally and to society more widely remains limited.
- Therefore these standards remain unmet.

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

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

- The inspection in April 2015 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 previous progress monitoring inspection identified that the designated safeguarding lead had up-to-date awareness of child protection and all other staff have recently completed basic online training. However, staff who were left in charge of pupils for

considerable lengths of time could not demonstrate an adequate knowledge of safeguarding procedures. The current safeguarding policy did not have regard to guidance issued by the Secretary of State. This left pupils, including boarders, at risk should any child protection issues occur.

- The previous progress monitoring inspection identified weaknesses in site safety and a lack of appropriate checks on any visitors to the school.
- Leaders have ensured that the safeguarding policy is available on the school website and follows required government guidance. All staff have the appropriate training and leaders check that they have a clear understanding through quizzes and questions that are asked on training days.
- School leaders liaise with the local authority to ensure they are well informed regarding the most appropriate and up-to-date safeguarding information. This helps demonstrate the importance leaders now place on safeguarding and safeguarding procedures.
- Pupils know who the designated safeguarding leads are and say they are confident that they could speak to them or any other adult if they have any concerns.
- Leaders have ensured that the site is now secure. Staff and visitors are appropriately checked to promote pupils' well-being.
- These standards are now met.

***Paragraph 8, 8(a), 8(b)***

- The school no longer accepts or accommodates any pupils for boarding at the school, therefore this standard is no longer applicable.

***Paragraph 11***

- The inspection in April 2015 identified that health and safety policies and procedures were not adequately implemented. For example, chemicals were not stored safely and risk assessments were not acted on.
- At the previous progress monitoring inspection, it was judged that leaders and managers had ensured that the written health and safety policy was more effectively implemented. As the action plan stated, chemicals were now stored safely and staff have completed appropriate training online. However, risk assessments were not available and hazards not identified or acted on.
- Leaders have now ensured that the health and safety policy is well embedded. The well-being of pupils is promoted through the continued good and safe storage of chemicals, regular assessments of site safety, and good levels of hygiene in toilet areas.
- Paragraph 11 is now met.

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

- The previous full inspection and progress monitoring inspection found that although risk assessments were completed, not all risks identified were acted on. Risk assessments to address these hazards had not been effectively implemented; for example risk assessments were not available for trips, visits, uncontrolled access to the building, and the outside area. Hazards that were identified were also not acted on; for example, debris found in the outside recreational area and cleanliness of toilet areas.
- Leaders have now developed risk assessment procedures and documentation for the outside area and classrooms that are appropriate and used effectively by staff.

- Leaders have ensured that appropriate risk assessments for visits, classroom areas and activities have also been developed and the welfare of pupils is safeguarded and promoted.
- While teachers complete risk assessments for physical education, these do not stringently cover, as the risk assessment policy suggests, specific hazards such as explicit sporting injuries. Some risk assessments also need to ensure that they take into account particular travel arrangements, such as which roads will need to be crossed.
- Although progress has been made to the meeting of these standards, standards 16, 16(a) remain unmet.

***Paragraph 16(b)***

- Leaders now take appropriate action to reduce risks that are identified. Therefore this standard is now met.

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

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

- The inspection in April 2015 found that it was not clear if all members of staff had received appropriate recruitment checks.
- The school's action plan noted an intention to complete all appropriate checks on staff.
- The first progress monitoring inspection identified inconsistencies in record-keeping. It was not clear that checks are made on all staff and volunteers that have access to pupils as there were some discrepancies identified.
- It is now evident that all the required checks are made on all staff and trustees, and the single central record appropriately records this information.
- These standards are now met.

***Paragraph 18(2)(f)***

- The school no longer accepts or accommodates any pupils for boarding at the school, therefore this standard is no longer applicable.

Part 5. Premises of and accommodation at schools

***Paragraph 23(1), 23(1)(a), 23(1)(c)***

- In April 2015 inspectors found that facilities in the building were not being adequately maintained and no suitable changing rooms were available for pupils.
- The action plan noted that the school had appropriate facilities in place.
- The previous progress monitoring inspection noted that there were adequate numbers of toilets, showers and changing areas for pupils. However, levels of cleanliness throughout the school and boarding provision were not adequate and presented a potential health hazard to pupils.
- At this inspection inspectors found that pupils had ample and clean facilities in which to get changed, shower and go to the toilet.
- This standard is now met.

***Paragraph 29(1)(a), 29(1)(b)***

- The inspection in April 2015 identified that the outside area presented a particularly high risk to pupils' safety.
- The action plan noted the schools' intention to fence off this area.
- The previous progress monitoring inspection identified that the outside space was still unprotected and in a poor state and represented a significant risk to boarders' and day pupils' safety. Leaders and managers had failed to make improvements as set out in their action plan. Risk assessments to address these hazards had also not been effectively implemented.
- The outside area is now clear of any debris and has been fenced off securely. Pupils now gain access to a small, safely fenced-off area of the larger outdoor area for the purposes of play and physical education lessons. Pupils gain direct access to this area safely from the school building.
- Pupils comment positively about the improvements made to the outside space and are aware that leaders have plans to make further improvements to this area.
- These standards are now met.

### ***Paragraph 30***

- The school no longer accepts or accommodates any pupils for boarding at the school therefore this standard is no longer applicable.

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

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

- It was previously identified by inspectors in April 2015 and at the previous progress monitoring inspection in April 2016 that the proprietor had not ensured that the independent school standards and national minimum standards (NMS) were met consistently or that the well-being of pupils was actively promoted.
- Although some standards are now met and progress has been made towards meeting others, some remain unmet. Therefore these standards remain unmet.

### ***Paragraph 34(2)***

- Leaders and managers have 'made arrangements with a view to improving the well-being of children' as per section 10(2) of the Children Act 2004. They have made arrangements so that the school site, both inside and outside, is now safe and hygienically maintained, that appropriate checks are made on staff and visitors, and that staff are trained and knowledgeable regarding safeguarding. They have also ensured that risk assessments, although not always specific enough to the activity in question, as the school policy requires, are carried out and implemented.
- Therefore, standard 34(2) is now met.

## **Compliance with regulatory requirements and national minimum standards for residential special schools**

The school does not meet 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 does not meet the following independent school standards**

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

*Standards that were not met at the previous inspection and remain unmet at this inspection*

- 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii). The proprietor has not 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 help encourage them to fulfil their potential.
- 3, 3(a), 3(d). The proprietor has not 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.

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

- 5, 5(b)(iii). The proprietor has not 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.

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

- 16, 16(a). The proprietor has drawn up and implemented risk assessments to promote the welfare of pupils; however, not all risk assessments follow the schools' risk assessment policy in identifying specific hazards. Therefore the proprietor has not ensured that the risk assessment policy is effectively implemented.

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

- 34(1), (a and b). The proprietor has not ensured that those with leadership and management responsibilities at the school fulfil their responsibilities so that the independent school standards are met consistently.

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

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

- 2(1), 2(1)(a). The proprietor has ensured that a written policy on the curriculum, supported by appropriate plans and schemes of work, is drawn up and implemented effectively.
- 3(f). The proprietor has ensured that teaching now utilises a range of good-quality classroom resources.

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

- 5(a), 5(b), 5(b)(iv), 5(b)(v). The proprietor actively promotes fundamental British values. The proprietor enables pupils to acquire a general knowledge of and respect for public institutions and services in England. They have also enabled pupils to acquire an appreciation of and respect for their own and other cultures.

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

- 7, 7(a), 7(b). The proprietor ensures that arrangements are made to safeguard and promote the welfare of pupils and that these arrangements have regard to guidance issued by the Secretary of State.
- 11. The proprietor has ensured that relevant health and safety laws are complied with and effectively implemented with the drawing up of a written health and safety policy.
- 16(b). The proprietor has ensured that appropriate action is taken to reduce risks that are identified.

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

- 18(2), (a),(b),(c i,ii,iii,iv),(d),(e). 18(3). The proprietor has ensured that the appropriate checks have been made on members of staff at the school.

### **Part 5. Premises of and accommodation at schools.**

- 23(1), 23(1)(a), 23(1)(c). The proprietor has ensured that suitable toilet and washing facilities, changing accommodation and showers are provided for pupils.
- 29(1), 29(1)(a), 29(1)(b). The proprietor has ensured that suitable outdoor space is provided for pupils to play outside and take part in physical education.

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

- 34(1)(c). The proprietor has ensured that persons with leadership and management responsibilities actively promote the well-being of pupils.

## School details

Unique reference number	134574
DfE registration number	373/6030
Inspection number	10026699

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 residential 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 residential special schools.

Type of school	Independent Muslim school
School status	Independent school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	29
Of which, number on roll in sixth form	2
Number of part-time pupils	0
Number of boarders on roll	0
Proprietor	Madni Trust
Chair	Akhtar Ghouri
Headteacher	Amaar Sajjad
Annual fees (day pupils)	£1,500
Annual fees (boarders)	N/A
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	29 April–1 May 2015

### **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 a progress monitoring inspection in April 2016 following an inspection in April 2015 when the school was judged to be inadequate.
- The school does not use any other alternative provision or any other premises.
- The 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 does not have any pupils boarding, neither does it intend to accept boarders in the future. Leaders have requested a material change to their registration to reflect this decision.
- The headteacher recognises the weaknesses in the post-16 provision, partly due to very small numbers, and intends to apply for a material change to alter the registered provision to 11 to 16 years in the near future.
- 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 that it was judged to not comply with at its previous inspection.
- The inspection took place without notice.
- This was the school's second progress monitoring inspection. The first progress monitoring inspection took place in April 2016.
- The DfE required an action plan following the school's last full standard inspection. That action plan was judged to require improvement.
- The inspectors toured all parts of the building, including rooms previously used as provision for boarding school pupils. A tour of the outside space also took place.
- Inspectors met with more than half the pupils and spoke to many more during lessons. They also met throughout the day with the headteacher and the administrator.
- The inspectors examined a range of documents required as part their assessment of compliance with the independent school standards, including policies, curriculum documents, attendance and admission records and recruitment records.
- Inspectors also considered information on pupils' attainment and progress and evaluated work in pupils' books in four different subjects in different year groups.

## Inspection team

Jo Sharpe, lead inspector

Her Majesty's Inspector

Deirdre Duignan

Her Majesty's Inspector

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