

Madina-tul-Uloom Al Islamic College

Madinatul Uloom Al-Islamiya, Butts Lane, Stone, KIDDERMINSTER, Worcestershire, DY10 4BH

Inspection dates 04/03/2013 to 06/03/2013

Overall effectiveness	Adequate	3
Outcomes for boarders	Good	2
Quality of boarding provision and care	Adequate	3
Boarders' safety	Good	2
Leadership and management of boarding	Adequate	3

Summary of key findings

The boarding provision is adequate because

- Boarders enjoy their boarding life. They form positive relationships within an inclusive boarding community. This is the key cornerstone of life in the school.
- There are adequate arrangements for promoting boarders' health. However, there are shortfalls with how self-medication is managed.
- Safeguarding is good. Boarders feel happy and safe. Staff are trained to promote the welfare of boarders at all times.
- Boarders' accommodation is adequate. There are shortfalls in relation to maintenance and cleanliness. Boarders enjoy food that is good and this reflects the Islamic dietary laws.
- Boarding routines are well organised and boarders take pride in their boarding school. They develop self-discipline, strong cultural respect and enjoy the principles and values of their faith.
- Leaders and managers work hard to achieve good outcomes for boarders. However, the effective use of on-going quality monitoring and quality assurance is underdeveloped.

Compliance with the national minimum standards for boarding schools

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 completed by two inspectors following a three hour' notice. Time was spent within three boarding hostels over two days and evenings. A range of records were examined related to the care provided and one meal observed. Discussions were held with members of the management team, medical officer, head supervisor admissions officer, health and safety coordinator, catering officer, designated child protection officer, independent listener, a parent, as well as one of the Trustees of the governing body. Four groups of boarders were met including a group of prefects. Documentation completed at the school examined included health and safety and recruitment records, behaviour management records and relevant policies.

Inspection team

Martha Nethaway	Lead social care inspector
Elaine Cray	Social care inspector

Full report

Information about this school

Madinatul Uloom Al Islamiya is an independent Islamic boarding school for boys dedicated to providing Islamic as well as secular education. Opened in 1992, it has a 22 acre rural site four miles southeast of Kidderminster. All teaching blocks and residential accommodation are set within the college campus. Students are allocated to boarding hostels according to their age group. There are currently 230 students on roll aged from 12 to 24. There are no students with learning difficulties and/or disabilities and none at an early stage of acquiring English.

Madinatul Uloom aims 'to educate the students and instil in them the teachings of the Holy Qur'an and practices of our Holy Prophet Muhammad (peace be upon him) as well as other arts and sciences. It also strives to promote and cultivate good behaviour, morals, mutual respect and tolerance. This in turn creates a friendly, caring and motivated environment.'

This inspection focused on those under 18, who lived in three of the five boarding houses.

The school was last inspected in March 2009.

What does the school need to do to improve further?

- Improving the monitoring of risk assessments for the practical daily living activities of boarders in the boarding houses.
- Improve the level and detail of the records as outlined and listed in Appendix 2. This refers particularly with regard to health information in the boarders' records and any significant accidents.
- Ensure self-evaluation procedures impact on the capacity for continual improvement in the management and organisation of boarding at the school.
- The school must meet the following national minimum standards for boarding schools.
 - Boarding houses and other accommodation provided for boarders is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any boarders with restricted mobility. (NMS 5.4)
 - Prescribed medicines are given only to the boarder to whom they are prescribed. Boarders allowed to self-medicate are assessed as sufficiently responsible to do so. (NMS 3.4)

Inspection judgements

Outcomes for boarders

Good

Outcomes for boarders are good. The promotion of positive relationships and a positive ethos is good. All boarders spoken with were unanimous in their positive view of the boarding experience. Relationships between boarders are constructive and they live in an inclusive and harmonious boarding community. Boarders have friends and they get on well together and feel included. Boarders summed this up by saying, 'We are like one big family and like one brotherhood.'

Boarders develop good social skills. They learn to compromise and get on well with others from different backgrounds and cultures. Boarders take great pride in maintaining exceptionally good behaviour and helping others. The strong culture of respect and caring for others is reflected in boarders' comments, such as 'We treat each other well, and we want it to be like that, part of our religion.' Boarders also take great pride in their role in helping new boarders to settle in in the first few weeks of arriving at the boarding provision.

The positive relationships between boarders and boarding staff are another key strength. Boarders value and respect that the majority of boarding staff have been educated, boarded and then trained within the school. They feel relaxed and safe in the boarding environment because they are assured by the caring approach by staff. Boarders are very confident about being able to talk to the boarding staff. One boarder summed this up, 'Staff are really caring, they have been through what we've been through. They understand everything.'

Boarders value boarding because the experience enhances all aspects of their development, not least their educational progress. They also make good progress in developing self-esteem, spiritual resilience and independence. Boarders say they are well-prepared for further education and adult life as a result of their boarding experience. This overall progress is reflected in boarders' comments and they say, 'Boarding helps education, also growing up and helps us prepare for later life.' Another boarder commented, 'This school is different. It makes you more independent and there are no distractions and this makes education better.'

The boarders are very proud of their behaviour. They feel the rules are fair and help them behave. Their comments include, 'When we first come we are young and the school helps you behave. Behaviour gets better and better.' Another boarder commented, 'Proud to be part of the school, to behave well.'

Boarders are encouraged to take responsibility for their own health and fitness. They take pride in participating in a variety of physical sporting activities to keep fit. They are particularly positive about the catering arrangements, saying 'The chef is brilliant he cares for us a lot, is always asking us how we are and makes really good food, and the food is brilliant.'

Boarders feel they are consulted and able to make a contribution to the school and boarding provision. They have a strong sense of trust in the boarding staff, prefects and leaders in the school. Boarders firmly believe staff listen to them, understand and respond to their views and ideas. They value how they are asked about meals at the school and choose where they would like to go on trips. Visits to Alton Towers and Drayton Manor Park are the result of boarders' choice.

Quality of boarding provision and care

Adequate

The quality of the boarding provision is adequate. Boarders are living in three boarding hostels divided into the different age ranges. This helps to support and foster friendships. All communal areas are located in the main school. Boarders' bedrooms are generally comfortable and

personalised. Boarders learn key skills such as keeping their rooms fully clean and tidy, and to manage their clothes for laundry. They achieve this well. Although, shared areas such as kitchenettes are not consistently clean and maintained. For example, risk assessments do not reflect if boarders use frying equipment in the kitchenettes. Boarding hostel corridors are not always in a good state of repair. As a result, this does not convey an environment that is adequately cared for so that boarders feel comfortable and relaxed.

The quality and appropriateness of the records for boarders is adequate. Staff complete basic information. The pastoral staff oversee records to ensure there is a well-balanced approach to studies.

The quality and effectiveness of the school's arrangements for promoting and caring for boarders' health and well-being is adequate. Boarders say that they are able to seek the correct help and support when they are unwell. Where appropriate, they visit the doctor, dentist, and optician as and when they need. Staff keep basic records related to health care and accidents. However, these records do not clearly provide a comprehensive overview of all health intervention outcomes. For example, risk assessments are not completed for boarders who self-manage their own medications, such as inhalers for asthma. As a result, this limits the ability of staff to track the effectiveness of health interventions.

The quality of the pastoral support for boarders is good and it works successfully. The role and support from the independent listener is well embedded and boarders know their rights about how to complain. Boarders say that their inductions to school life are good and they are given good time to settle in. Boarders are provided with exemplary support which is holistic. For example, the roles of student prefects are promoted positively among the boarders. Boarders are encouraged to develop sound morals and staff help nurture students' characters. This enables boarders' personal, social and emotional character to flourish and develop. As a result, this creates the best circumstance for boarders' development and learning.

Boarders' achievements are recognised and celebrated. For example, boarders benefit from attending lectures once a week and are provided with opportunities to deliver speeches on various topics in at least three different languages. This helps them with their Islamic theology and to become confident public speakers. As a result, boarders learn to boost their self-confidence.

The quality of catering and food is good. Boarders say they enjoy food and that is of a good quality and quantity. Boarders enjoy communal meals by eating together and these meals are taken in a main hall. Boarders share their breakfast, lunch, tea and supper in this spacious environment.

Boarders' safety

Good

The safety of boarders is good. The school's ability to safeguard and promote the welfare of boarders is good. The school creates this successfully by generating a positive safeguarding environment. Boarders overwhelmingly say that they feel safe and are safe in the school. Staff are suitably trained in child protection and safeguarding with senior staff taking the lead for child protection matters. All staff understand the reporting procedures including those related to acting on allegations. Bullying is uncommon. Boarders are educated to understand the negative affect of all bullying behaviours and more recently with cyber bullying.

The school endeavours to meet its commitment of aiming to provide a safe environment for boarders. The characteristics of the site are demanding and challenging. However, the school has proactively addressed health and safety matters and obligations.

Boarders' whereabouts are known to staff at all times. No boarders have ever gone missing. There are clear procedures and staff are aware how to deal with this unlikely event.

Boarders' behaviour is exemplary. There are many good examples of boarders being courteous and being considerate to others. Boarders know and understand the rules of the school. Good incentives such as good behaviour and rewards are used to recognise and mark students' progress.

The school's recruitment and selection procedures are safe and sound. In all cases the school follows its own stated policies. As a result, the school is confident that all staff are suitable to work with boarders.

Leadership and management of boarding

Adequate

The leadership and management of the boarding provision is adequate. Boarders have a strong sense of boarding is improving their lives. Leaders and managers are open and motivated to address improvement and to develop and improve the boarding provision. They show great potential and are on a continuous journey. While the majority of good practice is being sustained; changes in legislation are not yet fully embraced. For example, monitoring processes are in place but lack strategic management oversight in terms of measuring impact and outcomes for boarders. Similarly, policies and procedures are in place but do not benefit from full and extensive liaison with other agencies, such as health services. As a result, the benefits of on-going quality monitoring and quality assurance processes for boarding are not being realised.

The school fully meets its stated aims of providing high levels of spiritual, moral and Islamic awareness. Boarders are encouraged to develop self-discipline, respect and to positively contribute to a well-ordered and caring environment.

Boarding is an integral aspect of school life and is well embedded across the school community. Boarder's daily routines are highly organised and structured. Boarders are at ease and confident and sensitive to the needs of others within the boarding community as well the school at large. One boarder commented, 'We all see ourselves as being equally responsible and it creates a happy environment.'

The arrangements for staffing in the boarding hostels are good. Boarders benefit from the excellent levels of support, advice and guidance. Boarders can with ease seek help and support as and when they want. Positive relationships exist between the boarders, teachers and boarding staff. There are also good relationships with parents.

Boarders say that consultation is natural and very organic at the school. This is because the school's structures enable boarders to feel assured with sharing ideas and views. Boarders are able to confidently approach prefects who represent and act as an advocate on their behalf.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.

School details

Unique reference number	117044
Social care unique reference number	SC043039
DfE registration number	885/6031

This inspection 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	Independent Islamic boarding school
Number of boarders on roll	230
Gender of boarders	Boys
Age range of boarders	11 to 24
Headteacher	Mr A Hans
Date of previous boarding inspection	04/03/2009
Telephone number	01562 66894
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