

Madinatul Uloom Al Islamiya School

Summerfield, Kidderminster, Worcestershire DY10 4BH

Inspection dates

2–4 February 2016

Overall effectiveness

Inadequate

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Sixth form provision	Inadequate
Overall experiences and progress of children and young people in the boarding provision	Requires improvement
Quality of care and support in the boarding provision	Requires improvement
How well children and young people are protected in the boarding provision	Inadequate
Impact and effectiveness of leaders and managers in the boarding provision	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and trustees have not ensured that all the independent school standards and national minimum standards for boarding schools are met.
- Capacity for securing improvements is poor. Not all leaders and trustees understand their roles.
- Safeguarding, including in the sixth form, is not effective. Leaders and trustees do not consistently ensure that all aspects of safe recruitment practices are rigorously implemented.
- Trips and visits to places of interest are not appropriately planned or assessed for potential risks and hazards. Visitors can gain access to pupils too easily.
- The trustees do not hold leaders to account for the progress made and standards reached by pupils in the school. They have been too narrowly focused on matters relating to finance, fundraising and buildings.
- Until recently, there has been too little oversight of the school's secular provision and therefore leaders have an overgenerous view of this. The systems in place to check on the quality of teaching lack frequency and rigour.
- Identification of, and support for, pupils who have special educational needs or disability is weak.
- The quality of teaching, learning and assessment, and the progress that pupils make, are inconsistent between subjects and year groups.
- Not all teachers are skilled in assessing pupils' abilities correctly. As a result, the work they prepare for pupils is sometimes either too hard or too easy.
- Teachers who lead subject areas do not have well-developed or precisely defined roles. There are no systems in place to enable them to make checks on, or improvements to, their subject area.

The school has the following strengths

- Pupils behave well. Relationships between pupils, teachers and boarding staff are good. Pupils say that they like attending school and feel safe and well cared for.
- Improvements in teaching, learning and assessment in the sixth form are evident.
- The Islamic curriculum is well planned and delivered. Teachers have good subject knowledge.
- Effective personal, social and health education, and citizenship studies, strongly support the spiritual, moral, social and cultural development of the pupils.

Compliance with regulatory requirements and national minimum standards for boarding schools

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014, the national minimum standards for boarding schools and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve how well pupils are helped and protected in the school and boarding provision by:
 - ensuring that safe recruitment practices are consistently applied and appropriate records maintained
 - thoroughly risk assessing all educational visits and leisure activities prior to their taking place and maintaining appropriate records
 - ensuring that visitor access to the site is appropriately secure.

- Improve leadership and management by:
 - ensuring that leaders have an accurate view of the secular provision of the school by making regular checks to identify areas that need to be improved
 - developing and implementing strategic plans to drive improvement which set out clearly, and with precise timescales, the areas that need to improve, who will be responsible for the actions and who will measure how much success is achieved
 - checking the accuracy of assessment information so improvements can be measured accurately
 - providing teachers who lead subjects with clear roles and responsibilities, and empowering them to make checks on the quality of teaching, learning and assessment
 - ensuring that trustees have the information they need about all aspects of the school's work in order to effectively hold the school leaders to account
 - implementing structured procedures that meet current requirements to identify and support pupils who have special educational needs or disability.

- Improve the quality of teaching, learning and assessment by:
 - supporting teachers to make accurate assessments in the secular curriculum
 - ensuring that pupils are provided with work that is at the right level of difficulty, taking into account what they already know and can do
 - sharing the good practice evident in the school more widely
 - ensuring that pupils know where they have made mistakes and understand what they need to do to improve their work.

- Improve the boarding provision by:
 - ensuring that accommodation for boarders is clean and well maintained
 - providing an appropriate range of activities for boarders outside teaching time
 - trustees holding the headteacher and senior leaders to account for the boarding and welfare provision in the school.

- The school must meet the following independent school standards:
 - Ensure that pupils receiving secondary education 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 (paragraphs 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)).
 - Ensure that the teaching at the school enables pupils 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 (paragraphs 3, 3(a)).
 - Ensure that the teaching at the school 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 (paragraphs 3, 3(d)).
 - Ensure that teaching at the school utilises effectively classroom resources of a good quality and range (paragraphs 3, 3(f)).

- Ensure that the teaching at the school demonstrates that there is a framework in place to assess pupils’ work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraphs 3, 3(g)).
 - 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 (paragraphs 7, 7(a) and 7(b)).
 - Ensure that the 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 an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
 - Ensure that appropriate action is taken to reduce risks that are identified (paragraphs 16, 16(b)).
 - The proprietor carries out appropriate checks to confirm the person’s medical fitness and in the light of the check considers that the person is suitable for the business to which the person is appointed (paragraphs 18(2), 18(2)(c), 18(2)(c)(ii) and 18(3)).
 - 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 drinking water facilities are provided, toilets and urinals have an adequate supply of cold water, washing facilities have an adequate supply of hot and cold water, and cold water supplies that are suitable for drinking are labelled as such (paragraphs 28(1), 28(1)(a), 28(1)(b) and 28(1)(c)).
 - Ensure that, where the school provides accommodation, regard is had to Standard 5 of the minimum standards for boarding schools (paragraph 30).
 - Ensure that the 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 (paragraphs 34(1), 34(1)(a)).
 - Ensure that the persons with leadership and management responsibilities at the school fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(b)).
- The school must meet the following national minimum standards for boarding schools:
- Boarding houses and other accommodation provided for boarders is cleaned and maintained (NMS 5.4).
 - There is an appropriate range and choice of activities for boarders outside teaching time (NMS 10.1).
 - 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 (NMS 13.1).
 - The school’s leadership and management consistently fulfil their responsibilities effectively so that the standards are met (NMS 13.4).
 - The issues specified in Appendix 3 are monitored, and action is taken to improve outcomes for children as appropriate (NMS 13.9).
 - The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy (NMS 6.1)
 - 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).
 - The school ensures 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 (NMS 6.3).
 - The school ensures that arrangements are made to safeguard and promote the welfare of pupils at the school and these arrangements have regard to any guidance issued by the Secretary of State (NMS 11.1).
 - The school operates safe recruitment and adopts recruitment procedures in line with the regulatory requirements and the relevant guidance issued by the Secretary of State (NMS 14.1).

Inspection judgements

Effectiveness of leadership and management	is inadequate
Impact and effectiveness of leaders and managers in the boarding provision	is inadequate
How well children and young people are protected in the boarding provision	is inadequate

- The effectiveness of leadership and management overall is inadequate because there is limited capacity to bring about rapid improvement in the school, and some elements of safeguarding are ineffective. Leaders have not ensured that all the independent school standards and all the minimum standards for boarding provision are met. A recommendation to improve the boarding provision from the previous inspection has still not been met.
- Leaders are not making the necessary improvements quickly enough. The recent appointment of a quality manager is proving to be helpful, and he is introducing many new processes and procedures that are likely to have a positive impact. However, he lacks support as the present arrangements for subject and other middle leadership roles are underdeveloped.
- The headteacher and senior leaders have an overgenerous view of the school's provision. This is because the procedures to make checks on teaching, pupils' progress and the boarding provision are not sufficiently systematic. Records to identify weaknesses and how they have been tackled are not thorough. Although the headteacher has information about the welfare and boarding provision, evidence of leaders making checks is minimal and does not feed into any formal improvement plan for welfare practice.
- There is no clear plan or strategy in place to improve the quality of teaching. The newly appointed quality manager has accurately identified weaknesses and has introduced more thorough checks on teaching. He is providing staff with helpful and accurate feedback on how to improve their practice, and is identifying support that is required. This work is in its infancy and it is too soon to measure the impact.
- The system for tracking pupils' progress, although improving, is weak. This is because some teachers are not skilled at judging the level of pupils' work. Leaders do not check the accuracy of these judgements and, as a result, there are errors which mean that pupils' progress cannot be tracked accurately. Key Stage 4 assessments are more accurate than those in Key Stage 3.
- Improvement planning is weak. The headteacher and senior leaders do not have clear plans in place that identify areas that need to be improved, who will be responsible for improvements and how success will be measured. As a result, improvements are ad hoc and not prioritised appropriately.
- The curriculum available to pupils has improved since the last inspection. Pupils in Key Stage 4 now have access to a wider range of subjects and an increased proportion of the timetable is available for English. Music and art are taught through the Islamic studies and faith curriculum. However, careers guidance requires improvement because the school has yet to implement its plans for external specialists to provide pupils with impartial advice and guidance. As a result, pupils are not fully aware of the range of opportunities available to them.
- Both the identification of and provision for pupils who have special educational needs or disability are underdeveloped. These pupils are not tracked carefully enough to ensure that they are making at least good progress.
- Leaders take their role to prepare pupils for life in modern Britain seriously and their work to promote British values is effective. Training from the police has provided pupils and staff with a good understanding of the risks associated with radicalisation and extremism.
- Pupils understand the British legal and parliamentary systems. This has been supported by visits from the local police and the prison service. Through Islamic studies, citizenship and a programme of assemblies, pupils can articulate their place in society as British Muslims and speak with respect about those of different faiths or no faith. Pupils spoke with understanding about the importance of equal opportunities. Pupils discussed the issues of same-sex relationships in a mature way, confidently expressing the legalities and the faith aspects of this issue.

- Leaders place a high priority on developing pupils' spiritual, moral, social and cultural awareness. This is a strong feature of this school. As a result, while there are inconsistencies in the quality of teaching, leaders have created a culture where behaviour and pupils' personal development are good. The school's Islamic ethos, high expectations of behaviour and the strong citizenship teaching in Key Stage 4 play a key part in this.
- Boarding is an integral aspect of school life and daily routines are organised and well embedded. Boarders are at ease with, and are sensitive to, the needs of others. One boarder commented, 'We are brothers together; this is a happy place.'
- The staff who responded to the staff survey are supportive of the school and its leaders.
- **The governance of the school**
 - Governance is ineffective because trustees have not fulfilled their statutory duty to ensure that all the independent school standards and the minimum standards for boarding provision are met.
 - Trustees have focused too narrowly on making checks about finance and fundraising, and have neglected their responsibilities to ensure that they have a strategic overview of the school. They have no formal processes in place to make checks on the effectiveness of the school leaders either within the school or within the boarding provision.
 - The trustees' view of the school's effectiveness is overgenerous. They rightly consider the improved outcomes at Key Stage 4 as a positive improvement since the last inspection. However, they are not informed that the progress of pupils currently in the school is variable because teaching is not yet consistently good. As a result, they are not able to hold leaders to account.
 - Trustees are committed to improving facilities for pupils and construction work for a new school building is underway. They articulate their commitment to, and vision for, the future clearly and with unity. However, the focus of finances and attention on this work has resulted in current provision being less than good.
- The arrangements for safeguarding are not effective. The headteacher and trustees do not ensure that all aspects of safer recruitment are followed assiduously. For example, application forms are not fully completed to give an applicant's full work history and references are not consistently taken up prior to an appointment being confirmed.
- A number of safety concerns around the school site have not been addressed. Trips and visits are not well enough assessed for risks or dangers. In addition, the arrangements for accessing the school are not sufficiently secure.
- The school's safeguarding policy reflects the latest statutory requirements and parents are provided with this on paper as there is no school website. Procedures for reporting concerns regarding child protection follow the Local Safeguarding Children Board's guidance.

Quality of teaching, learning and assessment **requires improvement**

- Teaching, learning and assessment require improvement because, although there are some aspects of good teaching in the school, this is not consistently the case across all classes and subjects. It is this lack of consistency that prevents teaching from being good overall.
- Not all teachers provide work that matches the ability of the most- and least-able pupils, including those who have special educational needs or disability. They tend to teach to the middle group, which means that the work is too hard for some pupils and too easy for others. They are not adept at realising this is the case and adapting the work accordingly. This is particularly, but not exclusively, the case in Key Stage 3.
- The quality of marking and feedback varies considerably across the school. Some pupils can explain where they have made mistakes and how to improve, whereas other pupils do not know this because their work has not been marked or the teacher has not discussed it with them. This slows the progress that pupils are able to make.
- Some teachers are skilled at 'teasing out' knowledge using probing questions. This was evident in a lesson observed during the inspection about volcanoes. As a result of the teacher's carefully directed questions, the pupils surprised themselves at how much they already knew. However, other teachers are too quick to provide an answer when pupils cannot answer straightaway.

- The building work has had a negative impact on the flexibility that some teachers have to employ different teaching methods. This is due to the lack of space in some classrooms and the resources that have been packed away. School leaders are acutely aware that this situation should be rectified as quickly as possible.
- Most teachers have a good level of knowledge in the subject they teach. This enables them to accurately use subject-specific vocabulary.
- Teaching in the sixth form is good and learners make good progress. They are diligent and committed to their learning. They value the expertise of the teachers, and are positive about the opportunities they have to discuss what they have learned and extend their thinking during lessons.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. This is because there are weaknesses in the school's work to keep pupils safe.
- School leaders have acted promptly to raise pupils' awareness of the risks of radicalisation and extremism and promote pupils' clear understanding and safety.
- The well-taught Islamic curriculum, combined with effective personal, social and health education and citizenship studies, contributes strongly to pupils' spiritual, moral, social and cultural education. Pupils have an excellent understanding of the values of their faith and are taught to respect the views of those from other faiths or those of no faith.
- Leaders actively promote British values through the curriculum, assemblies and tutorial time. Pupils understand the law of the land and the democratic process. Pupils speak convincingly about how they value and respect differences in race, gender, sexual orientation, age and disability. These values are embedded across the school.
- Boarders' health and well-being are carefully monitored and promoted, and necessary services are accessed as and when needed. Prescribed medication is administered safely and those boarders who look after their own medicines (such as inhalers) are assessed as being competent enough to do so.
- Boarders learn key skills, such as keeping their rooms tidy, and managing their clothes and bedding for laundering. They also enjoy the communal mealtimes that they share with each other. Clear and workable arrangements are in place for boarders to keep in touch with family and friends.
- Pupils feel they are well taught about risks to their personal safety, including from the internet, which pupils access during the school day and beyond. Pupils say they feel safe in school and in their boarding houses, and trust staff to support them with any worries and concerns.

Behaviour

- The behaviour of pupils is good. Pupils demonstrate good manners and are keen to be helpful to one another and to adults. Many pupils went out of their way during the inspection to hold doors open for inspectors and to help them find their way around the school site.
- Behaviour in classrooms is excellent. The pupils want to learn new things and are extremely respectful to their teachers. It is to their credit that they remain quiet and concentrate when teaching is less than interesting and tasks are either too easy or too hard. Pupils' attitudes to learning are positive, particularly when they have opportunities to ask questions and explain their answers. School records confirm that incidents of poor behaviour are rare.
- Pupils report that bullying does not exist in their school and are quite adamant about this. They understand the different forms bullying can take and feel that they would be responsible for reporting it if it happened to them or someone else.
- Inspectors identified a number of safety concerns around the school site. It is as a result of the pupils' very good behaviour, rather than the steps taken by the school leaders, that the pupils keep themselves safe and demonstrate the self-control and maturity to stay away from these areas.
- Leaders do not analyse overall attendance rates but inspectors' scrutiny of registers showed that attendance levels are high. This is because pupils value their education. Any lateness is followed up quickly and is discussed with pupils in their regular tutorial time.

Outcomes for pupils

require improvement

- Outcomes require improvement because not all pupils make good progress from their starting points. Rates of progress are inconsistent between subjects and year groups. Progress in Key Stage 4 is stronger than in Key Stage 3.
- Teachers carry out their own assessments when pupils arrive in Year 7; these often evaluate pupils to be working at levels significantly below their Year 6 levels in English and mathematics. This is not challenged by leaders but accepted as the pupils' starting point. Therefore, leaders have an overly positive view of pupils' progress during their time at the school.
- Inspectors' analysis of pupils' work showed that not all teachers are able to assess work accurately. This is particularly the case in Years 7 and 8. As a result, teachers do not always plan work that is at the right level of difficulty.
- The recently appointed quality manager has begun to inject more rigour into the way that pupils' progress is tracked. However, leaders do not yet track different groups of pupils, for example the most-able pupils, to ensure that they are making good progress. For instance, too few of the highest achieving pupils on entry to the school reach the highest grades in their GCSE examinations. In discussion, leaders demonstrated that they are unaware of this.
- Since the last inspection, there has been an improvement in the proportion of pupils who attain five GCSE grades at A* to C, including English and mathematics, to above that seen nationally. This is because the school has provided more opportunities for pupils to take courses at this level and there is more time allocated to the teaching of English.
- Pupils in Key Stage 4 make good progress in their geography work because the teaching is expert and helps pupils to build well on their previous learning. They make good progress from their starting points in their Arabic and Urdu studies, many choosing to take the examination for these in Year 12 so that they achieve a higher grade.
- Pupils achieve particularly well in citizenship where almost all pupils have achieved grade C or above since 2013, and pupils are also on track to achieve highly this year. Almost half achieved grades A or A* in this subject, which contributes strongly to pupils' good personal and spiritual, moral, social and cultural development.
- Learners in the sixth form make good progress and achieve well on their advanced GCE courses and when they take or retake GCSE courses in Arabic and Urdu.
- Until recently, there was no systematically planned provision for sixth form learners to retake their mathematics and English GCSEs where necessary. This is now established.
- Pupils' achievement in the Islamic curriculum continues to be a strength of the school. Progress is carefully monitored and the school has a strong track record of producing competent Islamic scholars, having successfully completed the six-year Aalim course.

Sixth form provision

is inadequate

- The sixth form provision is inadequate because safeguarding is ineffective and not all the independent school standards and the minimum standards for boarding provision are met.
- As is the case in Key Stages 3 and 4, careers guidance requires improvement. The sixth form leader has plans in place to address this during the current academic year by using external specialists, but this has yet to take place.
- Learners have few opportunities to experience work-related learning.
- The majority of learning in the sixth form is devoted to a six-year Aalim Islamic studies course where learners are broadening their knowledge and understanding. The success rate in this is high because teachers have good subject knowledge and learners are enthusiastic and dedicated to their studies.
- This year learners are also able to study one or more subjects from English, biology and chemistry. Many of the learners also take GCSE or AS-level qualifications, particularly in Arabic or Urdu. Results have improved over time with evidence of high achievement.
- Learners make good progress because the teachers have strong subject knowledge and detailed understanding of the programmes they teach. In addition, the groups are smaller and learners have more opportunity to contribute to lessons and to receive individual attention, so that the work is accurately pitched to the needs of all learners.

- Teaching is typically good and learners make good progress. They value the positive working relationships they have with the teachers. Learners' personal development is good; they have a mature approach to study and provide very strong role models for younger pupils.
- The leadership of the sixth form provision has recently been assumed by the school's quality manager. He has a clear vision for the development of the provision but is in the early stages of making improvements.

Overall experiences and progress of children and young people in the boarding provision require improvement

- Although boarders experience many positive aspects of residential life, there is a limited range of after-school activities and events on offer. The residential accommodation is not of good enough quality, nor is it well maintained. These shortfalls impact on the quality of care provided and, consequently, the overall experiences of those who board.
- Boarders are unanimous in their positive view of their boarding experience. Relationships between boarders are constructive because they live in an inclusive and harmonious residential community. Boarders make and have lots of friends; they get on well together and feel fully included in the life of the school. One boarder, stating what many express and feel, said: 'We are here to work hard and learn. We help each other and become good friends; it's like a family.'
- Boarders develop good social skills. They learn to compromise and get on well with others across the school. Boarders take great pride in maintaining their good behaviour and helping fellow boarders. The strong culture of respect and caring for others is reflected in boarders' behaviours and attitudes. They also take great care in helping new and younger boarders to settle in.
- Elected members to the student council promote boarders' views and choices, which are always considered and typically adopted by school staff. This results in issues that are important to boarders being known by the school. Improvements to the tuck shop provision and better access to information and communication technology in free time are the most recent improvements cited by boarders.
- Boarders develop a strong attachment and understanding of their religion. They feel that this contributes significantly to their enjoyment of life in general. One boarder stated, 'This place teaches you so much about yourself that will help you as a person in later life.'

Quality of care and support in the boarding provision require improvement

- Although there is an ongoing programme of updating and modernising the boarding accommodation, standards overall are not currently good enough. The accommodation lacks a sense of comfort or homeliness. Communal areas are scruffy, with varying degrees of cleanliness and tidiness. Some rooms, including bedrooms, are without curtains or blinds. Some windows are cracked and several have been covered by wooden boards. One bedroom was visibly damp around the walls and ceiling. However, the accommodation is well lit and warm, and boarders feel secure and relaxed in their various boarding houses. There are suitable washing and toilet facilities.
- Access to, and participation in, leisure and recreational activities are limited. Choice is reduced further if the weather is poor. Some indoor games and activities are also available, but there is little variety or change to what is on offer. Boarders are not able to access a varied programme of activities and events to broaden their free time experiences or interests.
- The quality of the pastoral support for boarders is good, and support and care arrangements work successfully. Boarders say that their inductions to school life are very helpful and they are given time to settle in. The roles of pupil prefects and school council members are promoted positively among all boarders. They develop a sound understanding of the world around them, which incorporates learning about different cultures, religions and lifestyles. The role of, and support from, the independent listener are well embedded and boarders know how to complain, if needed.
- The positive relationships between boarders and boarding staff are a key strength. Boarders feel relaxed and safe in the boarding environment because they are reassured by the caring approaches of the supervising staff. One boarder, summarising the views of others, said: 'Supervisors look after us; you can talk to them about anything; they care for us all the time.'

- Boarders' bedrooms are tidy and personalised where individuals have chosen to do this. The quality of catering and food is good. Boarders say they enjoy food that is of good quality and quantity.

School details

Unique reference number	117044
Social care unique reference number	SC043039
Inspection number	10007710
DfE registration number	885/6031

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 residential
School status	Independent boarding school
Age range of pupils	11–24
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	259
Of which, number on roll in sixth form	49
Number of part-time pupils	0
Number of boarders on roll	239
Proprietor	Proprietorial board
Chair	Saeed Peerbhai
Headteacher	Ahmed Hans
Annual fees (day pupils)	£1,200
Annual fees (boarders)	£2,400
Telephone number	01562 66894
Website	None
Email address	headteacher@madinatul-uloom.org
Date of previous inspection	October 2010

Information about this school

- Madinatul Uloom Al Islamiya is an independent boarding and day school for Muslim boys and young men aged between 11 and 24. The school was established in 1988. Pupils attend from all areas of the country and a number from overseas.
- The school does not use any alternative providers of education. There are 259 pupils on roll, 239 of whom are boarders.
- There are no pupils with education, health and care plans or statements of special educational needs.
- Since the last inspection, an additional four trustees have joined the proprietorial board making the number now eight altogether.

- Broadly speaking, pupils are timetabled to complete their religious studies in the morning and their secular curriculum in the afternoon.
- The school has a number of pupils on roll who are above the registered age range.
- There is currently a programme of building work being undertaken on the school site. A number of classrooms have recently been demolished and a new purpose-built school building is being erected. At the time of the inspection, there was no precise date for the building work to be completed. As a result of the reduced capacity of the current school building, accommodation for teaching is cramped in some rooms. Classrooms have been partitioned to create additional rooms and the books from the school library are not accessible.

Information about this inspection

- This was an integrated inspection, meaning that both the school and the boarding provision were inspected at the same time. School and social care inspectors worked together and shared relevant information.
- The inspectors observed a number of lessons across the school, both religious and secular, looked at pupils' workbooks, observed pupils during playtimes and lunchtimes, and toured the site, both inside and outside, including the boarding provision. They observed the routines of boarders, including at evening meals, breakfast and recreational times.
- Inspectors examined school documentation and recent policies including those related to behaviour, safeguarding, welfare, and health and safety. They also looked at all documents required as part of the independent school standards and the national minimum standards for boarding provision.
- Inspectors held meetings with the headteacher, quality manager, teachers, boarding supervisors, trustees and the school's independent listener.
- Inspectors also held several meetings with groups of pupils and boarders.
- There were too few responses to Ofsted's online questionnaire, Parent View, to analyse.
- Inspectors took into account the responses from six staff questionnaires.
- The school provision was previously inspected in October 2010 and the boarding provision in March 2013. The school was judged to be good and the boarding provision adequate overall.

Inspection team

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Susan Lewis	Ofsted Inspector
Julian Mason	Social Care Regulatory Inspector
Dave Carrigan	Social Care Regulatory Inspector

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