

# Madinatul Uloom Al Islamiya School

Summerfield, Kidderminster, Worcestershire DY10 4BH

## Inspection dates

15 December 2017

### Overall outcome

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

### Residential provision outcome

**The school does not meet all of the national minimum standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

#### *Paragraphs 3(e), 3(h), 3(i), 3(j) and 4*

- Teachers demonstrate good knowledge and understanding of the subjects they teach. However, this knowledge is not complemented by appropriate lessons plans or high expectations.
- Pupils' behaviour and conduct was very good throughout the inspection. Pupils follow teachers' instructions attentively. Pupils are very polite and offered the inspection team a very warm welcome to their school.
- Teaching at the school does not undermine British values or discriminate against pupils.
- The school has a framework in place to evaluate pupils' performance.
- These paragraphs are met by the school.

#### *Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(f) and 3(g)*

- The teaching at the school is not enabling pupils to make good progress. Teachers' expectations are not high enough.
- The progress that pupils make is too variable across different phases and subjects. Pupils' progress in some aspects of the curriculum such as those related to human and social and creative experiences are weak. This is in part due to changes in staffing. Nonetheless, leaders have not done enough to tackle these shortcomings and pupils are not adequately developing their understanding and skills in several of the subjects being taught.
- Learning in English and mathematics has more rigour. Some pupils' books evidence improvements in their basic skills. However, the general quality of education is not meeting standards.
- The school has established expectations of how pupils' work should be presented and how teachers should respond. Teachers do not routinely follow these expectations. Teachers' guidance is often sparse and the aims of lessons are not always clear.

- Pupils are not adequately challenged. This is because teachers are not taking sufficient account of pupils' prior learning and starting points when planning and delivering lessons. Pupils are not moved on to new activities when they find learning too easy. Work in pupils' books is often poorly presented. Basic grammatical errors and poor presentation are not challenged and improvement in these areas is not supported by teachers. As a result, pupils do not make good progress.
- Leaders' monitoring of pupils' books over the last term revealed the same findings. These findings have not been acted upon with sufficient urgency.
- Teachers' planning is weak. Planning lacks the level of detail required to offer pupils sufficient challenge. Leaders are not giving teachers the support they need to ensure that planning meets pupils' needs. Teachers' planning does not take sufficient account of pupils' prior learning. The lead inspector observed pupils being taught mathematical skills that were already known to them. Assessment information is therefore not used effectively to plan teaching that allows pupils to make sufficient progress.
- Learning in human and social and creative experiences is weak. Teachers do not have the necessary resources to meet the needs of the curriculum fully. Leaders are aware of this and have ordered resources to address this shortcoming. The proprietorial body has therefore not ensured that classroom resources are of a good quality, quantity and range.
- The general learning environment in classrooms is poor. Furnishings are not maintained well. For example: curtains are not attached securely to poles; there are holes in the wall from changes to the heating system; tiles in a ceiling have not been repositioned; and learning displays are not of a good quality or maintained well.
- Leaders acknowledge that there is more work to do in meeting several of the standards in the quality of education. They have commissioned the support of a school improvement adviser. The adviser has begun visiting the school weekly. It is too early to see the impact of the adviser's work, but this commission is a positive step for leaders to have taken.
- Leaders have not ensured that previously unmet standards have been adequately addressed. There are now further unmet standards in this part.
- These paragraphs are not met by the school.
- The standards in this part are not fully met by the school.

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

#### *Paragraphs 7(b), 32(1), 32(1)c*

- The school's safeguarding policy follows the advice set out by the Secretary of State. The school does not have a website. A hard copy of the safeguarding policy is available upon request.
- These paragraphs are met by the school.

#### *Paragraphs 7, 7(a), 8, 8(a), 8(b), 11, 12, 25, NMS11.1*

- Any safeguarding concerns about pupils are now appropriately detailed and files are organised. However, the form designed by the school to record a concern is not being used consistently. Furthermore, some staff are not able to explain clearly the school's full

procedure for reporting a concern.

- Despite some improvements to accommodation for boarders, several national minimum standards remain unmet.
- At the previous inspection a door to the boiler room was not secure. This shortcoming has been addressed and leaders have added a warning sign to the door. However, several other matters came to the attention of the inspection team. For example, inspectors found multiple extensions leads connected with tape; this is both unsafe and a potential fire hazard. The perimeter fence was found to have a hole exposed in it from a fallen tree. There is a waste area at the rear of the school which is unsafe. The area contains mattresses, furniture and rubbish. Though a temporary fence provides a boundary to this area, the fence is very easy to lift and move under. For these reasons, the proprietors are not demonstrating that they are either vigilant to potential dangers, or effectively implementing the school's health and safety policy.
- The general standard and cleanliness of classrooms and accommodation is poor. Despite some improvements, including a new entrance and security fencing, the general upkeep of the site is not adequate. Leaders do have plans to address the majority of the issues found. Several issues, such as the hole in the fence and the tape used to connect extension leads, were dealt with immediately by staff. The inspection was conducted after a period of snowfall and cold conditions and the school building was found to be dry and warm.
- These paragraphs are not met by the school.
- The standards in this part are not fully met by the school.

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

##### *Paragraphs 17–21*

- Though not in the scope of the inspection, the lead inspector reviewed the school's single central record following several new appointments.
- There has been no change in the proprietorial board since the last inspection.
- The school's single central record is compliant.
- The standards in this part are met by the school.

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

##### *Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c), NMS 13.4*

- Leaders have not ensured that the independent school standards or national minimum standards for boarding schools are consistently met.
- There are now further unmet standards for the school to address.
- The overall quality of education and accommodation has not improved sufficiently since the last inspection. Trustees are not ensuring that the education and welfare needs of pupils are being fully met. Basic standards of cleanliness are poor across the school.
- Some of the progress that leaders and trustees secured at the last monitoring inspection has been hampered by changes in staffing.
- Leaders adapted their action plan following feedback from the Department for Education (DfE) in August 2016. The action plan identifies the correct priorities. However, the

costings and timescales for several actions are not appropriate. Insufficient funds have been identified to account for the proposed support of an adviser on a weekly basis. Several timescales have already expired and the identified improvements have not yet been secured. Leaders had hoped to secure more improvements in the quality of education by this point in the school year.

- Trustees have appointed new leaders, and commissioned an adviser, to strengthen the capacity of the overall leadership of the school. New leaders have experience in bringing about improvements in other schools within the independent sector.
- At this stage, leaders and trustees have not secured an effective culture of safeguarding or high enough expectations among the staff. The welfare needs of pupils are not fully met. Leaders are therefore not fulfilling their responsibilities effectively. The school is not improving quickly enough.
- The standards in this part are not met by the school.

### Residential provision

Compliance with the national minimum standards for residential special schools that were assessed during this inspection

*Standards 5.2, 10.1, 10.3, 15.6*

- Leaders have created new study areas within each of the boarding houses. Spaces have been redesigned so that pupils have areas to study and meet together after and before the school day. Pupils state that these areas are used, particularly at weekends.
- Previously, pupils had limited access to activities outside of teaching time. Leaders have now established a games room with football tables. New floodlighting now makes it possible for pupils to make use of the outdoor football pitch in the winter months. Pupils are also able to go swimming on a weekly basis. The pupils that inspectors spoke to are positive about these changes.
- Older pupils are no longer asked to clean the toilets used by younger pupils.
- Leaders have implemented a new policy in relation to boarders going missing. Though the policy does not incorporate local police guidance, it does meet the minimum standard required. Staff know the actions that they should take if a child is missing.
- These national minimum standards are now met by the school.

*Standards 5.4, 11.1, 13.4, 17.1*

- The overall standard of cleanliness is poor. Windows, window sills and the tops of appliances are not routinely cleaned. In the accommodation for older pupils, bathroom areas, sinks and toilets are not clean.
- Arrangements for the safe storage of food are not adequate. Leaders have fitted fridges with thermometers to monitor temperatures. However, findings from monitoring are not acted upon. For example, in some instances, temperatures have exceeded the threshold for the safe storage of food but no action has been taken. This presents a risk to children's health.
- Some electrical items remain unsafe. For example, sockets are not fully secured to walls and appliances are powered from multiple extension leads.

- Like the school, there are generally poor standards of decoration and fixtures and fittings within the homes. In several bedrooms, curtains are not hung correctly and do not fully cover windows. Some rooms have broken furniture. Damage to walls and carpets is not addressed promptly. In one room a window does not properly fit the casement. There is evidence of mould in some of the accommodation at a floor level.
- The homes do not have basic provisions for hand washing. Inspectors found that soap dispensers were empty. This does not allow pupils and staff to maintain basic levels of hygiene. Several rooms had dirty dishes, food items stored alongside personal items such as toothbrushes, and microwaves with food residue and no turning plates.
- Good health and safety practice is not followed.
- There is limited privacy for pupils in multi-occupancy rooms.
- The organisation employs three cleaners to maintain standards across the whole site. Cleaners work at the school five days a week. Given the standard of cleanliness and the scale and scope of the site, the arrangements for cleaning are insufficient.
- The boarding houses are suitably warm and appliances have been electrically tested for safety.
- Previous concerns relating to safeguarding are partially met. For example, record-keeping has improved. However, staff are not consistently using the agreed forms to record concerns. Furthermore, responses from a pupil survey indicate that a number of pupils feel unsafe. Some pupils raised concerns about bullying. Leaders have provided staff with training opportunities to develop their skills in addressing bullying. Less than half of staff have completed the training. The school's bullying log, which has two recorded incidents of bullying, does not reflect the concerns raised by pupils and staff during the inspection.
- Pupils hold mixed views about the extent to which any concerns they may have would be acted upon. Some pupils stated that they felt they were able to talk to teachers and councillors about any worries they may have. Some pupils were not confident that they could share concerns or that these would be acted upon.
- The routine maintenance of accommodation, general regard for health and safety, and leaders' response to any incidents do not demonstrate that arrangements for safeguarding and promoting the welfare of pupils are adequate.
- At the last social care inspection, two further recommendations were made. The first was to improve systems that allow pupils to increase their independence skills. Leaders have secured some improvements. For example, older pupils now undertake cooking classes. However, new initiatives for developing independence are not yet available to all pupils or embedded. The second recommendation was to develop arrangements for visits from families. There are mixed messages within the school's community about whether family members should be allowed on site. Leaders should therefore develop greater clarity about the protocol for visits and communicate this to the families of pupils.
- Leaders are not improving the boarding school with sufficient pace or urgency.
- These national minimum standards and recommendations are not met by the school.

### **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'), the national minimum standards for residential special schools and associated requirements that were checked during this inspection, as set out in the annex of this report. 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**

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

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

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school:
  - 3(a) 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;
  - 3(d) 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;
  - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

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

- 7 The standard in this paragraph is met if the proprietor ensures that:
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school.
- 8 Where section 87(1) of the 1989 Act applies in relation to a school the standard in this paragraph is met if the proprietor ensures that:
  - 8(a) arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing-up and effective implementation of a written health and safety policy.

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

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school:
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

*Standards that were met at the previous inspection, but are now judged to not be met at this inspection*

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

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school:
  - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
  - 3(f) utilises effectively classroom resources of a good quality, quantity and range.

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

- 8 Where section 87(1) of the 1989 Act applies in relation to a school the standard in this paragraph is met if the proprietor ensures that:
  - 8(b) such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Students under Eighteen by Further Education Colleges.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.

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

- 25 The standard in this paragraph is met if the proprietor ensures 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.

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

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school:
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(c) actively promote the well-being of pupils.

## **The school does not meet the following national minimum standards for boarding schools**

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

- 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).
- 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 issued by the Secretary of State (NMS 11.1).
- The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met (NMS 13.4).
- Boarders are actively encouraged to contribute views to the operation of boarding provision, are able to raise concerns and make complaints, and their views are given appropriate weight in decisions about the running of the school. Boarders are not penalised for raising a concern or making a complaint in good faith (NMS 17.1).

## **The school now meets the following national minimum standards for boarding schools**

- Suitable living accommodation is provided for boarders for the purposes of organised and private study outside school hours and for social purposes (NMS 5.2).
- There is an appropriate range and choice of activities for boarders outside teaching time, including sufficient and suitably timed free time each day. Suitable risk assessments are in place for any activities which may put boarders at risk of harm (NMS 10.1).
- Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare (NMS 10.3).
- Staff working within the school know and implement the school's policy in relation to boarders going missing and their role in implementing that policy. Staff actively search for boarders who are missing, including working with police where appropriate (NMS 15.6).

## School details

Unique reference number	117044
Social care unique reference number	SC043039
DfE registration number	885/6031
Inspection number	10044248

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	Muslim residential
School status	Independent boarding school
Age range of pupils	11 to 28
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	223
Of which, number on roll in sixth form	23
Number of part-time pupils	0
Number of boarders on roll	207
Proprietor	Madinatul Uloom Al Islamiya Board of Trustees
Chair	Mr M Gangat
Headteacher	Mr A Hans
Annual fees (day pupils)	£1,500
Annual fees (boarders)	£2,700
Telephone number	01562 66894
Website	None
Email address	<a href="mailto:headteacher@madinatul-uloom.org">headteacher@madinatul-uloom.org</a>

Date of previous standard inspection

2–4 February 2016

### **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 28. The school was established in 1988. Pupils are from all areas of the country and some are from overseas.
- There are no pupils who have an education, health and care plan or a statement of special educational needs.
- A new building development is taking place on the school site. When completed, the building will offer additional space for teaching and indoor recreational facilities.
- The proprietorial board consists of eight trustees.
- The school offers secular and Islamic education.
- No pupils attend any alternative provision.
- The school does not have a website.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The inspection was conducted without notice.
- The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection. This is the second monitoring inspection since the school was judged to be inadequate on 2–4 February 2016. The last monitoring inspection took place on 10 May 2017.
- The previous social care inspection was conducted on 9–11 May 2017. At this time the boarding school was judged 'requires improvement to be good'.
- The school's action plan was judged to 'require improvement' in August 2016.
- This was an integrated inspection; the school and the boarding school were inspected at the same time. School and social care inspectors worked together. Inspection findings are in this one report.
- Inspectors observed lessons, looked at work in pupils' books and met with teachers and leaders to discuss the impact they have on learning. The majority of activities were undertaken jointly with leaders. Inspectors spoke to pupils throughout the day. Social care inspectors held separate meetings with groups of pupils to gather their views.
- The inspection team met with the designated lead for safeguarding. During this meeting, inspectors reviewed child protection files and records.
- The lead inspector held meetings with trustees, the headteacher and senior leaders.
- There were too few responses to Ofsted's online questionnaire, Parent View, to analyse.

## Inspection team

Jonathan Keay, lead inspector

Her Majesty's Inspector

Andrew Hewston

Social Care Regulatory Inspector

Jackie Line

Social Care Regulatory Inspection Manager

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