

Madinatul Uloom Al Islamiya School

Summerfield, Kidderminster, Worcestershire DY10 4BH

Inspection dates

15 January 2019

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 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 8(a), 8(b), 32(1), 32(1)(c)

- Inspectors were asked to inspect the school's provision for pupils' general welfare, health and safety following a complaint about pupils' well-being.
- Following the last standard inspection, leaders completed a full review of the school's safeguarding procedures and implemented many positive changes to improve the culture of safeguarding. Staff demonstrate a much better knowledge of safeguarding because they have received extensive training. The designated safeguarding lead and the two deputy leaders have an appropriate level of training that enables them to carry out their roles and responsibilities fully.
- The leadership of safeguarding has improved noticeably. Leaders have overhauled the school's approach to identifying, recording and managing any safeguarding concerns. Staff log their concerns promptly and leaders take appropriate action, including liaising with other agencies when necessary, to keep pupils safe from harm. Safeguarding files are well-organised and stored securely.
- Through the curriculum, pupils are taught about how to keep safe and protect themselves from harm. They demonstrate a good understanding about maintaining positive mental health and know how to reduce the risks when using the internet or social media.
- Leaders provide several different ways for pupils to share any concerns or worries that they may have. For example, on a half-termly basis, pupils complete a questionnaire about what is going well at school, what could be improved and any concerns that they have. Leaders take pupils' feedback into consideration and implement actions to improve the wider learning environment for pupils. This contributes positively to pupils' welfare, health and safety.
- Leaders have revised the school's safeguarding policy and shared this with all staff. The policy is comprehensive, fit for purpose and takes account of guidance issued by

the Secretary of State. The school does not have a website, so a printed copy of the policy is made available to parents and carers on request. Leaders adopt the necessary recruitment checks to ensure the suitability of staff.

- All standards for these paragraphs are met.

Paragraphs 9, 9(a), 9(b), 9(c)

- Leaders have a detailed, appropriate behaviour policy in place. It sets out clearly expectations of behaviour for pupils, staff and parents. Staff apply the policy consistently because they have received training related to its implementation. All pupils understand the school's system of rewards and sanctions. Leaders record, monitor and analyse any incidents of inappropriate behaviour, and use this information to reduce the likelihood of further episodes occurring.
- School records indicate that pupils' behaviour is typically good; inspectors' visits to classrooms and communal areas support this. In class, pupils listen attentively to their teachers and other pupils. They respond quickly to instructions and get on with their work. Pupils move about the building sensibly. When pupils make wrong choices, staff apply the school's behaviour policy consistently.
- All standards for these paragraphs are met.

Paragraph 10

- Leaders have worked hard to develop the school's anti-bullying strategy. Pupils have a clear understanding about what bullying behaviour is as a result of the messages given in lessons and assemblies. When bullying is brought to the attention of staff, it is investigated thoroughly, and sanctions are given to deter the behaviour from recurring. Staff also work to educate the bully to help them see why their behaviour was wrong. Leaders keep comprehensive records of any incidents of bullying, so they can monitor behaviour over time.
- However, despite leaders' efforts to eliminate any bullying behaviour, pupils report that name-calling during school time, and a few instances of physical bullying related to boarders, still exist. Some pupils appear reluctant to report bullying, although they do say they have confidence that leaders would take it seriously and do something about it. While the school's anti-bullying strategy has markedly improved, the reluctance of pupils to come forward and report bullying means that the strategy is not yet sufficiently embedded to be fully effective.
- Therefore, the standard for this paragraph is not met.

Paragraphs 11, 12, 13, 14, 15, 16, 16(a), 16(b)

- Leaders have written and implemented an appropriate health and safety policy that helps to ensure that the school environment is safe, free from hazards and conducive to learning. Staff are clear about their responsibilities for maintaining the building and premises to an acceptable standard. Leaders ensure that appropriate fire safety measures are taken to reduce the risk of fire. Staff levels of supervision for pupils are suitable for the different types of activity.
- As part of inspectors' checks on safeguarding arrangements, the school's admission and attendance registers were examined. All registers are maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006. Leaders monitor pupils' attendance closely and provide support for those that, previously, have not

attended regularly. Consequently, pupils' attendance has improved and is now above the national average.

- The school has an appropriate risk assessment policy. Leaders carry out purposeful risk assessments to reduce the likelihood of pupils having an accident.
- All standards for these paragraphs are met.

Residential provision

The overall experience and progress of children

Taking into account, how well children are helped and protected and the effectiveness of leaders and managers.

Standard 3

- Boarders' health documentation and systems for recording first aid treatment have been developed to help to support staff in meeting children's needs. Records and plans sampled for the management of medication and health conditions are accurate. Plans contain good-quality guidance to direct staff on how they should care for children with allergies, asthma and diabetes.

Standard 4

- Boarders can contact their parents/carers and families in private. All boarders can access payphones on site. They also have access to their mobile phones in the evenings. However, this time is limited and potentially prevents them from talking to key family members when they have any concerns or worries.

Standards 5 and 6

- Inspectors visited all the boarding accommodation. In the areas sampled, the standard was found to be satisfactory. There are now systems in place to ensure that basic cleanliness and food hygiene in boarding houses are satisfactory. Management of routine maintenance and health and safety issues across the site has improved.

Standard 7

- Boarders and staff know what actions to take in the event of a fire. There are systems in place in line with the fire risk assessment. Fire safety checks take place each week. Staff and pupils complete routine fire drills at each residential block and the main school. Fire equipment is regularly serviced and maintained.

Standards 11 and 12

- Progress has been made to strengthen and coordinate the approach to boarders' safety and protection throughout the school day. However, the school is still on a journey to ensure that the effect of bullying is fully understood. Boarders are helped to gain familiarity with the school's policy and know that staff will address concerns they raise. However, some boarders still do not have the confidence to report bullying in fear of counter reaction. Therefore, some cases of bullying are potentially still not being addressed.

Standard 14

- Leaders check boarding staff's suitability to work with children and young people and recruit appropriately. They know the school well and understand the experience for

boarders. Relationships between staff and boarders are warm and supportive. Boarders feel listened to.

The national minimum standards that were assessed during this inspection

- Standard 3 – boarders’ health and well-being
- Standard 4 – contact with parents/carers
- Standard 5 – boarding accommodation
- Standard 6 – safety of boarders
- Standard 7 – fire precautions and drills
- Standard 11 – child protection
- Standard 12 – promoting positive behaviour and relationships
- Standard 14 – staff recruitment and checks on other adults
- Standard 15 – staffing and supervision
- Standard 18 – complaints

National minimum standards not met

The school has, and consistently implements, a written policy to promote good behaviour among pupils. This policy includes: measures to combat bullying, including cyber bullying, and to promote positive behaviour. (NMS 12.1)

Boarders can contact their parents/carers and families in private and schools facilitate this where necessary. This does not prevent schools from operating proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders.

This links specifically to the times boarders have access to their mobile phone. (NMS 4.1)

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. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	117044
Social care unique reference number	SC043039
DfE registration number	885/6031
Inspection number	10092129

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	Other independent school
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	204
Of which, number on roll in sixth form	29
Number of part-time pupils	0
Number of boarders on roll	186
Proprietor	Board of trustees
Chair	Maksud Gangat
Headteacher	Abdullah Memi
Annual fees (day pupils)	£1,700
Annual fees (boarders)	£3,000
Telephone number	01562 66894
Email address	headteacher@madinatul-uloom.org
Date of previous standard inspection	6–8 February 2018

Information about this school

- The school is an independent boarding and day school for Muslim pupils and students aged 11 to 28. The vast majority of pupils are boarders.
- Pupils undertake Islamic studies during most of the morning, followed by a secular curriculum in the late morning and afternoon.
- Since the last full standard inspection on 6 to 8 February 2018, a new headteacher has been appointed. A few buildings are in the process of renovation. There is also a new large hall that is near completion.
- The school and boarding provision is situated in the grounds of a former teacher training college on the outskirts of Kidderminster in Worcestershire.
- The school does not use any alternative providers.

Information about this inspection

- This emergency inspection was conducted at the request of the Department for Education as a result of a complaint relating to safeguarding and pupils' well-being. This inspection was conducted without notice.
- Inspectors met with the headteacher, the deputy headteacher, other school staff and the school's improvement adviser. Inspectors spoke with pupils during lessons and in a group. Inspectors observed pupils' behaviour in lessons and during less structured times, including lunchtime. Inspectors examined a range of documentation related to safeguarding, health and safety, attendance, behaviour and child protection. Inspectors visited the school's boarding provision and looked at a range of policies. An inspector spoke to a representative of the local authority.

Inspection team

Tim Hill, lead inspector	Her Majesty's Inspector
Heather Simpson	Her Majesty's Inspector
Dawn Bennett	Social Care Regulatory Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Part 3. Welfare, health and safety of pupils

- 10 The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

The school does not meet the following national minimum standards for residential special schools

- The school has, and consistently implements, a written policy to promote good behaviour amongst pupils. This policy includes: measures to combat bullying, including cyberbullying, and to promote positive behaviour. (NMS 12.1)
- Boarders can contact their parents/carers and families in private and schools facilitate this where necessary. This does not prevent schools from operating proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders. (NMS 4.1)

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Store Street
Manchester
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