

# Jamiatul Uloom Al-Islamia

Independent school standard inspection report

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Reporting inspector	David Young

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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, 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.<sup>1, 2</sup>

## Information about the school

Jamiatul Uloom Al-Islamia is a Muslim secondary day school in Luton. It admits boys aged from 11 to 16 years and there are currently 28 students on roll. All are from Pakistani, Bangladeshi, Indian and Sri Lankan backgrounds and most were born in the United Kingdom. No student has a statement of special educational needs and none is at the early stages of learning to speak English an additional language.

The school opened in September 2004 and provides a combination of Islamic and secular teaching. The premises are also used as a mosque for daily prayers when members of the local community join the staff and students of the school. The headteacher is the proprietor and a board of trustees oversees the school's work. The school's last inspection was in May 2008.

The school aims to: 'Retain the ideology of Islamic culture and civilization and provide the highest standard of secular and Islamic education. Also to spread and promote the noble teachings of the blessed Qur'an and sunnah of Rasulullah Sallallahu Alaihi Wasallam.'

## Evaluation of the school

Jamiatul Uloom Al-Islamia, Luton, provides a good quality of education which is enjoyed and respected by its students. The school's ethos is characterised by mutual respect between staff and students and adherence to common values derived from their Muslim faith. The quality of education has improved since the last inspection, including developments in the curriculum and in the quality of teaching and assessment. All but one of the regulations are now met. Arrangements for safeguarding students are good, as is the school's commitment to their personal development. As a result of the dedicated work of staff, and the overall quality of provision, students make good progress in their learning.

## Quality of education

The curriculum provided both in Islamic and secular studies is good. The school day is relatively long and enables the school to provide an appropriate balance between

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<sup>1</sup> [www.legislation.gov.uk/ukpga/2002/32/contents](http://www.legislation.gov.uk/ukpga/2002/32/contents).

<sup>2</sup> [www.legislation.gov.uk/ukpga/2005/18/contents](http://www.legislation.gov.uk/ukpga/2005/18/contents).

Islamic and secular subjects. Students in Key Stages 3 and 4 study the *Hifz* course, memorising the Qur'an, in two groups divided on the basis of individual attainment and progress. They work diligently practising *tajweed* (Qur'anic recitation); reciting to the class teacher who checks their *tahfeez* (memorisation) and the correct use of pronunciation. Students work individually and their progress is suitably recorded in *Hifz* assessment notebooks. These provide a progressive record of set *sabaks* (exercise tasks). Students also self-assess their completed *surahs* (sections of the Qur'an) and these are signed off by the teacher on successful completion. These classes are well managed by teachers who provide specific teaching about pronunciation and model the correct forms. Paired support between students is encouraged where this is appropriate. These *Hifz* classes provide an effective working environment in which students enjoy their work, sustain their concentration and make good progress in their learning.

The *Alim* six year course of Islamic theology is not followed by any of the current students. Elements of the course are taught successfully and progressively, starting with instructive and prescriptive elements such as duties, prayer, ritual cleanliness and moral outlook. More advanced, interpretive approaches introduce students to *hadith* (sayings of the prophet), *sunnah* (ethics) and simple jurisprudence. This course, combined with classes in Arabic, Urdu and Bengali at Key Stages 3 and 4, provides the context for the school to fulfil its aim of retaining the ideology of Islamic culture and civilisation. Students enjoy their learning and show success in their achievements.

The secular curriculum in Key Stage 3 covers all of the required areas of experience with a core of English, mathematics, science and information and communication technology (ICT), supported by lessons in history, geography, art, physical education (PE) and personal, social and health education (PSHE). The range of subjects studied enables the students to develop their knowledge and understanding of the wider world beyond the Islamic programme of the *Hifz* course. There are strong citizenship themes in the PSHE course which ensure that students gain a good understanding of their role in the community locally and nationally. Good links are made between the themes studied and the moral and social dimensions of the Islamic curriculum enabling students to apply their beliefs and values to their daily lives.

There are a small number of students in each year group in Key Stage 4. A relatively narrow set of subjects is studied to GCSE level but the content of the Key Stage 4 provision covers all Key Stage 4 core requirements. As a result of the quality of provision and the focus on a relatively narrow range of GCSE subjects in Key Stage 4, students make good progress from their starting points, academically and in their personal development. Students achieve GCSE results above the national average, with the majority achieving five grades A\* to C, including English and mathematics, in addition to making good progress with the Islamic curriculum. Weekly lessons of physical education have been added to the curriculum for students in Key Stage 4, and students now have the option of studying Arabic to GCSE level. Firm plans are in place to extend the citizenship curriculum into Key Stage 4, including GCSE accreditation. Students have a sound understanding of the opportunities available to

them in the future through visiting speakers and attendance at open days in the local sixth form and further education colleges. For those who may wish to take up the *Alim* course there are trips to schools in other parts of the country which provide this opportunity. All students benefit from a two week period of work experience during Year 11. Recreational trips and trips to museums and to other schools enrich the experience and knowledge of students in both key stages.

The quality of teaching and assessment overall is good, although on occasions there are some satisfactory lessons in which teachers do not continuously check the quality of students' learning or provide sufficient challenge for the more able, particularly in Key Stage 3. In the good lessons, teachers ensure that students understand the objectives of their learning, provide a variety of activities to engage and interest students, and use high quality questions and discussion to test students' understanding. Students respond well to opportunities to contribute to class discussion, to answer questions and to share their ideas. When teachers present the lesson in a well-structured way, with visual resources and good use of summaries on the whiteboard, students maintain their concentration and develop good understanding. There are limited opportunities for students to take responsibility for their own learning in some lessons. Students respond with enthusiasm when given responsibility. Year 8 students, for example, enjoyed an ICT lesson in which they were challenged to develop a deliberately inadequate presentation on the computer using skills learned in previous lessons. They demonstrated secure knowledge and applied skills in using the software and took responsibility for their individual work. Good examples of appropriate intellectual challenge were seen in successful English, mathematics and science lessons in Key Stage 4. Students' progress is more variable in lessons dominated by the teacher's voice with little visual stimulation and insufficient structure to enable them to record ideas and information accurately. Overall, there are insufficient resources, including text books, visual materials and ICT, available in many classrooms.

The school's use of assessment and the recording of progress are good. National Curriculum levels are used effectively in Key Stage 3. In Key Stage 4, students have a good understanding of the level of their attainment in GCSE courses. The information obtained from a successful programme of tests and assessments is not currently presented in a manner which enables teachers to easily identify the comparative rates of progress being made by individual students. However, the small class sizes and the quality of relationships between staff and students enable the majority of teachers to target appropriate support for individual students.

## **Spiritual, moral, social and cultural development of pupils**

The quality of provision for students' spiritual, moral, social and cultural development is good. Students have excellent opportunities to develop their spiritual awareness through assemblies, prayers and many of the themes studied in the Islamic curriculum. The relationships between students and with staff are outstanding and provide a secure basis for the development of high moral standards. Students feel secure in the school and enjoy their learning. As a result, behaviour is consistently

good, and in a number of lessons it is outstanding. Occasional restlessness and a lack of concentration occur in some lessons that lack challenge. Attendance is consistently good and lessons start punctually. Students contribute to the daily life of the school through a rota of duties and they make regular contributions and presentations during daily prayers. They develop an awareness of the needs of the wider community, including the international dimension, through collections for charitable causes. Students have a respect for the diversity of cultures and beliefs in the local and national communities and are provided with a number of opportunities in the curriculum to consider alternative beliefs and lifestyles that promote tolerance and harmony.

### **Welfare, health and safety of pupils**

Arrangements for the welfare, health and safety of staff are good. All of the required policies are in place and they are implemented appropriately. Students are taught about safe practices and healthy lifestyles, although a small number of students, parents and carers do not believe the school places sufficient emphasis on being healthy. Training has been completed at the appropriate level for the designated person for child protection, as has training for all the staff. All staff have recently completed first aid training and clearly-displayed notices provide staff and visitors with essential information about first aid arrangements. Since the time of the last inspection, there have been improvements to the policies for safeguarding children and for first aid, and risk assessments are now in place for off-site visits. Fire safety arrangements have improved, including an up-to-date fire risk assessment, regular checks on fire safety equipment, and appropriate checks on portable electrical equipment. The school fulfils its duties under the Equality Act 2010. It has produced a three-year plan to improve accessibility.

### **Suitability of staff, supply staff and proprietors**

All of the required checks on the suitability of staff and proprietors, including enhanced checks with the Criminal Records Bureau, are completed diligently and are entered in an appropriate single central register.

### **Premises and accommodation at the school**

The school is located in former residential and retail premises which have been suitably adapted for educational use. The classrooms and facilities provide a safe and appropriate environment for learning. Classrooms are of sufficient size for the current number of students, and there are specialist facilities for science and ICT. The outside space is adequate and sufficient for play during breaks and lunchtimes, and is supplemented by use of a local park. The prayer hall is used by members of the local community for Friday prayers and at other times as a large, effective teaching space. The school has well-advanced plans to purchase additional accommodation adjacent to the school in order to provide further classrooms and recreation space.

## **Provision of information**

The school has a prominent place in the local community from which boys are admitted, operating as a mosque and centre of learning. Information is provided effectively to parents and carers who regularly attend daily prayers on the premises. Information for parents and carers has been improved since the last inspection through the provision of an up-to-date prospectus which includes all of the required information. Reports on students' progress are provided each term, including a comprehensive annual report on academic progress and personal development.

## **Manner in which complaints are to be handled**

The school's procedures for the management of complaints meet regulatory requirements.

## **Compliance with regulatory requirements**

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 (the Regulations), with the exception of the one listed below.<sup>3</sup>

The school does not meet all requirements in respect of the quality of education provided (standards in part 1) and must:

- provide classroom resources of an adequate quality, quantity and range (paragraph 3(f)).

## **What the school could do to improve further**

While not required by regulations, the school might wish to consider the following points for development:

- increase the range of teaching methods used by:
  - introducing more visual resources to support learning
  - providing more opportunities for students to discuss and share their ideas
  - providing more opportunities for students to manage their own learning
- consider how a wider range of GCSE subjects might be introduced.

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<sup>3</sup> [www.legislation.gov.uk/ukxi/2010/1997/contents/made](http://www.legislation.gov.uk/ukxi/2010/1997/contents/made).

## Inspection judgements

outstanding	good	satisfactory	inadequate
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### The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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## School details

<b>School status</b>	Independent
<b>Type of school</b>	Muslim boys day school
<b>Date school opened</b>	September 2004
<b>Age range of pupils</b>	11–16 years
<b>Gender of pupils</b>	Boys
<b>Number on roll (full-time pupils)</b>	Boys: 28
<b>Number of pupils with a statement of special educational needs</b>	Boys: 0
<b>Number of pupils who are looked after</b>	Boys: 0
<b>Annual fees (day pupils)</b>	£1,350
<b>Address of school</b>	364–366 Leagrave Road Luton Bedfordshire LU3 1RF
<b>Telephone number</b>	01582 595535
<b>Email address</b>	info@jamialuton.org
<b>Headteacher</b>	Muhammad Miah
<b>Proprietor</b>	Muhammad Miah

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 September 2011

Dear Students

### **Inspection of Jamiatul Uloom Al-Islamia School, Luton, LU3 1RF**

Thank you for your welcome when we visited your school. We enjoyed our visit, including opportunities to talk with you about your experiences at the school. Our inspection judged that Jamiatul Uloom Al-Islamia is a good school and you make an important contribution to its success. We were particularly pleased to see:

- the excellent relationships between staff and students
- that your questionnaires show that you enjoy school and believe you are making good progress
- the way in which you concentrate and work hard through a long school day
- the success that you achieve in your study of the Qur'an and the way in which you take part in assemblies and prayers
- the good GCSE results achieved by students at your school.

To bring about further improvement inspectors have asked the headteacher and proprietor to:

- provide a wider range of classroom resources to help you learn successfully in lessons
- make sure that you experience more variety in the styles of lessons, including regular opportunities to share your ideas and take responsibility for your own learning.

You can all help to continue to improve your school by taking an active part in lessons, sharing your ideas and asking questions when you do not understand.

With all best wishes for the future

David Young

Lead Inspector