

Jamia Islamia Birmingham

Independent school standard inspection report

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Reporting inspector	Jacqueline Wordsworth HMI

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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.

Information about the school

Jamia Islamia Birmingham is an independent Muslim secondary day school and college situated in converted commercial premises near to Birmingham city centre. It is registered for 150 boys from 11 to 19 years and there are currently 181 students on roll. The school requested to increase the number of students it is allowed to admit from 150 to 185. This request was considered as part of this inspection.

The majority of students are from Bangladeshi and Pakistani backgrounds and all were born in the United Kingdom. No students have a statement of special educational needs and none is at the early stages of learning to speak English. The school opened in February 2000 and was then known as Jamia Qurania. It moved to its present location in May 2005 and changed name to its current one. The proprietor is the principal of the school, which belongs to Al-falah Trust, a limited company. A board of trustees oversees its work. The school has been granted charitable status. The school's mission is to 'provide a high quality centre for learning, where students receive a good quality and balanced education within an Islamic environment'. The school was previously inspected in 2009.

Evaluation of the school

Jamia Islamia provides a satisfactory education for its students, and it meets its stated aims well. The school's curriculum, teaching and assessment are satisfactory and as a result, students make satisfactory progress. Students' social, moral, spiritual and cultural development is outstanding. The provision for students' welfare, health and safety, including safeguarding is satisfactory. All but one of the regulatory requirements for independent schools are met. This inspection recommends the acceptance of the school's request to the change of registration to admit up to 185 students in the age range of 11 to 19 years, as there have been clear improvements made to its premises, accommodation and resources since 2009.

Quality of education

Jamia Islamia provides a secure family atmosphere firmly based on Islamic principles that are clearly evident in the daily life of the school. Students enjoy coming to

school and parents are overwhelmingly supportive of its work. Islamic history is taught so that students fully understand the cultural, moral and spiritual background to their faith and therefore have a very secure understanding of what it entails to become a good Muslim. The daily routines such as Duaa (supplication) and Zohar Salah (lunchtime prayer) form a very important part of the school's daily routine and are a fundamental part of the students' personal development. This together with the Islamic curriculum enable students to practise their faith and develop an excellent sense of community.

The quality of the curriculum is satisfactory. Subjects are identified in keeping with the Islamic approach and students gain appropriate experience in linguistic, mathematical and scientific areas. Technological knowledge is developed through the use of information and communication technology (ICT). All students across the school make satisfactory progress over time in English and science but they make good progress in mathematics and religious studies, where results in the short course GCSE religious education (RE) are well above average. Attainment in English is average with students making slower progress than in other subjects because they sometimes spend too much time working through exercises from textbooks. The school is aware that students are not doing enough independent and extended writing or using a range of more complex writing styles across a sufficient range of genres. An adequate range of trips and visits enriches students' wider learning experience. For example, students have visited the Global Peace and Understanding Conference in London as part of their wider learning organised by a group of parents and carers.

Students' outstanding personal development is successfully promoted through a well-planned personal, social, health and citizenship programme (PHSCE). Activities include guidance on how to adopt healthy lifestyles and an understanding of the work of public institutions, with all students sitting the short course GCSE in citizenship in Key Stage 4.

The provision for Islamic Studies, including a six-year extensive programme of Islamic theology to become an alim (scholar), based on South African qualifications and curriculum, is soundly matched to the needs of the students. This forms approximately 45 per cent of the curriculum in Key Stages 3 and 4, increasing to full time study in the sixth form. Plentiful opportunities for speaking and listening result in students' effective communication skills preparing them well for the next stage of their Islamic education and future work as Imams.

The quality of teaching and assessment is satisfactory. Students across the school make satisfactory progress overall and demonstrate good attitudes to learning, as a result of teaching that is appropriately planned and derived from longer term planning. The school is aware that some schemes of work have not been updated and that in some lessons teachers do not always cater for the different levels of ability, particularly in the secular curriculum. Teachers have a sound knowledge of the subject matter taught and prepare their lessons conscientiously. Teachers use information and communication technology (ICT) effectively as a teaching tool through computer learning programmes for individual students, but the lack of

interactive whiteboards in classrooms limits the extent to which teachers can use up-to-date ICT-based teaching resources for group or whole-class activities.

An appropriate assessment framework is in place that includes a range of standardised tests and National Curriculum assessments. Information from such assessments is used to set targets for improvement that are well known to both teachers and students, with their targets recorded in their homework diaries. The quality of marking is satisfactory. The best examples of marking provide accurate and helpful guidance to enable the students to improve their work and reach their targets. Teaching and learning resources are of good quality, many designed specifically for the Islamic curriculum, to demonstrate understanding of the Qu'ran.

Spiritual, moral, social and cultural development of pupils

Students' outstanding spiritual, moral, social and cultural development is based on the high expectations established by staff and the role models they present. The school is highly successful in developing students' confidence and self-esteem and meets its aim of providing an Islamic environment. Students take pride in their environment and their work, particularly in their religious duties and are prepared well for their future religious roles. They gain understanding and respect for others through attending cultural events both locally and nationally and through studying both RE and citizenship courses. Teachers take their roles as models for Islamic life very seriously. By agreeing on a common code of conduct, teachers have a consistently positive impact on students' spiritual and moral development. Students have a clear understanding of their Islamic identity, reinforced by the midday congregational prayer. They have valuable opportunities to lead the daily prayers, contribute their views to the running of the school through the student council, and feel that their opinions are valued. Students enjoy learning and show enthusiasm in their lessons, as demonstrated by the positive responses in the completed student questionnaires and their above average attendance. Behaviour is good, and students are able to distinguish right from wrong and respond well to positive strategies to encourage good behaviour.

Welfare, health and safety of pupils

The provision for welfare, health and safety of students is satisfactory. Relevant training on welfare, child protection, and first aid has been undertaken. There are appropriate systems for risk assessing educational visits and the recording of accidents and incidents. There are, however, some elements of the school's procedures in this area that lack consistency such as checking the contents of the first-aid boxes and making sure that the contents meet requirements.

A range of relevant policies has been implemented, including anti-bullying, behaviour and recruitment policies but not all make full reference to the most up-to-date guidance. There are policies that support equality of opportunity and race equality including statements on diversity and discrimination. An appropriate plan is in place to address a range of disability and access issues in line with the Equality Act 2010.

Suitable procedures are in place to check the fire precautions, including the testing of the fire alarm and emergency lighting.

Positive relationships between staff and students contribute well to the sense of security, safety and belonging which the students experience. As a result, incidents of unkind behaviour between students are rare.

The school makes a good contribution to promoting students' healthy lifestyles, including regular opportunities for physical exercise. During break times, students sit together and are provided with healthy snacks from the school's tuck shop. These are pleasant social occasions and reinforce the school's positive attitude to healthy eating, which is an important part of the teaching of Islam.

Suitability of staff, supply staff and proprietors

The school complies with the regulations relating to the checks it makes on prospective employees regarding their identity, qualifications and suitability to work with children.

Premises and accommodation at the school

The school premises and accommodation are much improved with new carpets and decoration. The school occupies rooms on the ground and first floors of a refurbished commercial unit. The accommodation is well maintained, clean and appropriately decorated providing an agreeable and safe environment in which to learn. While students have access to the large hall for indoor physical education and recreation at break times, the amount of outdoor play space is limited, as it was at the time of the school's previous inspection and this restricts the numbers of students able to play at any one time, as well as the type of games possible.

Provision of information

The school provides parents with accurate and up-to-date information about the school including its ethos and organisation. Parents report that they are pleased with the school.

Manner in which complaints are to be handled

The complaints procedure meets the 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 those listed below.¹

The school does not meet all requirements in respect of the premises of and accommodation at schools (standards in part 5) and must:

- provide appropriate outside space for pupils to play safely (paragraph 23(s)).

What the school could do to improve further

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

- improve students' progress from satisfactory to good, particularly in English, by decreasing the use of exercises from textbooks and increasing opportunities for independent and sustained writing
- ensure that policies and procedures take account of the most up-to-date guidance
- provide more opportunities for students to develop their independent learning skills in lessons.

¹ www.legislation.gov.uk/uksi/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

School status	Independent
Type of school	Islamic faith school
Date school opened	2000
Age range of pupils	11-19 years
Gender of pupils	Boys
Number on roll (full-time pupils)	Boys: 181
Number on roll (part-time pupils)	Boys: 0
Number of pupils with a statement of special educational needs	Boys: 0
Number of pupils who are looked after	Boys: 0
Annual fees (day pupils)	£1500
Address of school	Islamic College, Fallows Road, Birmingham, B11 1PL
Telephone number	0121 7726400
Email address	jamiaislamibirmingham@hotmail.co.uk
Headteacher	Rezaul Haque
Proprietor	Rezaul Haque

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.



19 January 2012

Dear Students

Inspection of Jamia Islamia Birmingham, Birmingham, B11 1PL

Thank you for making us so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons. You showed us how much you enjoy your school and how pleased you are with how well you are doing. Here is what we found out.

- You have good attitudes towards your work and make outstanding progress in your spiritual learning.
- You behave well in class.
- You are thoughtful and are very proud of your school, and take good care of each other.
- You have an interesting curriculum. We especially enjoyed finding out about how you lead the daily prayers and hearing about all of the steps you have to go through to become alim.

There are some things the school could do better and we have asked the headteacher to make sure that:

- less use is made of exercises from textbooks so that you can do more independent and sustained writing
- policies and procedures take account of the most up-to-date guidance
- you are provided with more opportunities to develop your independent learning skills in lessons.

You can help by responding to your teachers, ensuring that you tell them if you do not understand anything.

Yours sincerely

Jacqueline Wordsworth
Her Majesty's Inspector