

Jamia Islamia Birmingham

Islamic College, Fallows Road, Birmingham, B11 1PL

Inspection dates

25–26 March 2014

Reason for inspection

This was an unannounced inspection because concerns about students' welfare and the curriculum had been brought to the attention of the Department for Education.

Conclusions

Inspectors spoke to senior staff, teachers and groups of students from Years 7, 8, 9, 10 and 11. A wide range of school policies and documents were evaluated. Assessment information and the work in students' books were scrutinised.

Since the last inspection, school leaders have not been diligent in improving the all-round leadership and management the school. The overall effectiveness of the school is inadequate. Leadership and management of the school are inadequate because too much of the school's work does not meet the regulations. The curriculum, teaching, spiritual, moral, social and cultural provision and arrangements for welfare, health and safety are all inadequate.

Despite some improvements to the curriculum which broaden the range of GCSEs available to students and some better assessment procedures, provision does not meet all the requirements and is inadequate. The limited time allocation to the secular curriculum reduces students' range and depth of study. Not all areas of the required curriculum are adequately provided. There is inadequate provision for creative and aesthetic education and the physical education (PE) curriculum is too narrow because for much of the time it only involves students playing informal football games. Students said there was no teaching of specific skills in PE.

The curriculum is not enabling students to make consistently adequate or better progress in key subjects. Scrutiny of students' books shows that they frequently do not complete enough work, especially at Key Stage 3. Too many students who start the school with average ability are failing to reach the grades they should at GCSE. Not enough of the more able students are reaching the A* and A grades in English, mathematics and science. Progress is better in Years 10 and 11 where the curriculum is tailored specifically to meet the needs of the examination syllabuses.

At GCSE level, students do best in religious studies and citizenship. Up until this year many students left the school with less than five equivalent GCSE qualifications. Starting this year, students are able to take up to nine GCSEs. Students do well in their Islamic studies with older students going-on to be accomplished scholars of the Qur'an.

Many writing activities are limited to answering comprehension-style questions or copying from textbooks and writing notes. This limits students' opportunities to express themselves

more freely and develop broader writing skills. There are few opportunities across the curriculum for students to be involved in open-ended tasks, problem-solving and practical activities.

Students' presentation of their work is often untidy and teachers' marking is not regular or systematic enough to help students do better and improve their work. Mistakes, including spelling errors, are not corrected adequately or helpfully.

Teaching overall is inadequate. Although inspectors observed some adequate teaching, the scrutiny of students' books shows that teachers are not systematically meeting the needs of all students over longer periods. Not enough attention is given to ensuring that work is well matched to meet the needs of the least and most able. This leads to students making inconsistent progress and not completing enough and appropriately challenging work, especially in Key Stage 3. Students in Year 7 said that the mathematics they were learning had already been done in their primary schools. Teachers are not using assessment to plan students' next steps in learning accurately to ensure that students make good progress. In a few lessons observed there were some examples of teachers asking some good questions which engaged students more productively in their learning.

Students' religious spiritual development is supported well through their Islamic studies. While the behaviour of students in most lessons observed was adequate, where teaching is weaker it deteriorates quickly. This interferes with learning because students are inattentive and unwilling to engage properly with their tasks. Some teachers do not adequately manage poor behaviour. In discussion with inspectors, some students alleged that some teachers, especially during the morning Islamic lessons, use corporal punishments and other unacceptable sanctions, such as requiring students to stand for long periods or undertake physical activities such as repetitive squats.

Students said that most of the time they got on well with each other, though some reported that there were instances of derogatory and racist language being used. One group of students said that some teachers also use demeaning language that is offensive to them.

Students have an adequate understanding of the differences between religious, civil and criminal law and could describe what it meant to live in a democratic country. All students were very clear about the importance of being tolerant of the views and beliefs of others, but they had very little in-depth understanding of traditions of different faiths and beliefs, especially in Key Stage 3. Understanding of wider society improves as students start their GCSE citizenship studies. Students have very limited opportunities to go out into the community and further afield in order to promote a wider understanding of, and to contribute positively to, the lives of others. They have a limited understanding of public institutions and services in England. Adequate steps are taken by senior leaders to ensure that extremist views of any sort are not promoted in school. The curriculum is not providing adequate support for students' future roles and responsibilities in adult life and does not give them sufficient advice about careers.

The provision to ensure the welfare, health and safety of students is inadequate. The designated person for child protection does not have up-to-date training, though an appropriate course has been booked for the near future. Staff have not had adequate training in child protection. Procedures for dealing with allegations of child abuse are not clear enough. Record keeping in this area is inadequate because the current designated person keeps such records in his own house. The number of allegations that some teachers use corporal punishment is an indication that the school is not following its own

policies related to child protection and maintaining the welfare, health and safety of its students. Appropriate checks have been carried out on staff before they start work at the school.

Although students said they were not aware of any bullying, and none is recorded, the behaviour policy is not effective and neither is the process to manage poor behaviour, especially in lessons. Recording of serious incidents is not undertaken diligently. The overall supervision of students is adequate.

Senior leaders are not diligent enough in carrying out regular checks and risk assessments for health and safety. There are no up-to-date risk assessments for the general health and safety of the premises, apart from a recent fire risk assessment which has led to an upgrading of fire safety equipment. The school now meets the fire safety regulation.

Although the toilets were cleaned during the inspection many students told inspectors that they were often in a poor state of cleanliness, to the extent that they would not use them. A small kitchen, where food is heated and drinks are made, was very dirty and unhygienic. The storage of corrosive materials in the science laboratory is inadequate and does not comply with current regulations.

First aid kits do not have enough materials and some that are available are out of date. The school does not follow its own procedures for first aid or for giving medicines. For example, no written parent permission has been sought before administering paracetamol despite this being a requirement of the school policy.

Attendance and admission registers are adequate. The school provides and makes an adequate amount of information available to parents though some documents would benefit from updating.

The premises do not meet all the requirements. The school does not provide showers for its students as it is required to do because it offers PE on site. There is no suitable place for students to have regular outside recreation, although a local park is used for PE. Parts of the building are in a poor state of repair and decoration and other aspects, such as missing door handles, reflect the lack of attention to ensure that the premises are in a good state. Senior leaders are aware of this and have plans to improve the fabric of the building.

Apart from the science laboratory, students complete all their lessons, both Islamic and secular studies, sat on the floor leaning on low benches to write. This is not conducive to achieving neat and well-presented written work.

Compliance with regulatory requirements

The school requires improvement and must take action to meet The Education (Independent School Standards) (England) Regulations 2010 ('the Regulations'), and associated requirements

Ensure that there a curriculum policy set out in writing which is supported by appropriate plans and schemes of work, and that it is implemented effectively. paragraph 2(1)

Ensure that the curriculum gives students of compulsory school age experience of physical and aesthetic and creative education. paragraph 2(2)(a)

Ensure that subject matter is appropriate for the ages and aptitudes of students.	paragraph 2(2)(b)
Ensure that provision is made for appropriate careers guidance for students receiving secondary education.	paragraph 2(2)(g)
Ensure the curriculum provides the opportunity for all students to learn and make progress.	paragraph 2(2)(i)
Ensure the curriculum provides adequate preparation of students for the opportunities, responsibilities and experiences of adult life.	paragraph 2(2)(j)
Ensure teaching enables students to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.	paragraph 3(a)
Ensure that teaching encourages students to apply intellectual, physical or creative effort and to show interest in their work and to think and learn for themselves.	paragraph 3(b)
Ensure that teaching involves well planned lessons, effective teaching methods, suitable activities and appropriate management of class time.	paragraph 3(c)
Ensure teachers show a good understanding of the aptitudes, needs and prior attainments of the students, and ensure these are taken into account in the planning of lessons.	paragraph 3(d)
Ensure classroom resources of an adequate quality, quantity and range and are they used effectively.	paragraph 3(f)
Ensure there is a framework in place to assess students' work regularly and thoroughly, and is information from such assessment utilised to plan teaching so that students can make progress.	paragraph 3(g)
Ensure that teaching utilises effective strategies for managing behaviour and encouraging students to act responsibly.	paragraph 3(h)
Enable students to develop their self-knowledge, self-esteem and self-confidence.	paragraph 5(a)(i)
Encourage students to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.	paragraph 5(a)(iii)
Provide students with a broad general knowledge of public institutions and services in England.	paragraph 5(a)(iv)
Ensure arrangements made to safeguard and promote the welfare of students at the school and do these arrangements have regard to guidance issued by the Secretary of State.	paragraph 7
Ensure that the written policy to promote good behaviour amongst students which sets out the sanctions to be adopted in the event of students	paragraph 9

misbehaving, and is this policy implemented effectively.

Ensure that there is there a written policy which complies with relevant health and safety laws and that it is being implemented. paragraph 11

Ensure there is a written policy on first aid and that it is implemented. paragraph 14

Ensure that the record of sanctions imposed for serious misbehaviour is recorded accurately. paragraph 16

Provide suitable changing accommodation and showers for students aged 11 years or over at the start of the school year who receive physical education. paragraph 23A(1)(c)

Make sure that the school's accommodation and facilities are maintained to a sufficient standard to ensure the health, safety and welfare of students, as far as is reasonably practical. paragraph 23(C)

Provide a suitable outdoor space to enable students to play outside. paragraph 23G(1)(b)

Inspection team

Daniel Towl, Lead inspector	Additional Inspector
Shahnaz Maqsood	Additional Inspector

Information about this school

- Jamia Islamia Birmingham is situated in Sparkbrook, close to the centre of Birmingham.
- The majority of students are from Bangladeshi and Pakistani backgrounds.
- The proprietor is the principal of the school which belongs to the Al-falah Trust, a limited company.
- A board of trustees oversees the work of the school.
- There are no students with statements of special educational needs and none is at the early stage of learning English.

School details

Unique reference number	134571
Inspection number	439263
DfE registration number	330/6106
This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005.	
Type of school	Islamic Secondary School
School status	Independent School
Age range of pupils	11–19
Gender of pupils	Boys
Number of pupils on the school roll	169
Proprietor	Rezaul Haque
Principal	Jahangir Alam
Date of previous school inspection	17–18 January 2012
Annual fees (day pupils)	£1,500
Telephone number	0121 772 6400
Email address	jamiaislamiabirmingham@hotmail.com

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