

Jamiatul Ummah School

56 Bigland Street, London, E1 2ND

Inspection dates 8–10 October 2014

Overall effectiveness	Inadequate	4
Leadership and management	Inadequate	4
Behaviour and safety of pupils	Inadequate	4
Quality of teaching	Inadequate	4
Achievement of pupils	Inadequate	4
Sixth form provision	Inadequate	4

Summary of key findings

This is an inadequate school.

- The school's arrangements for safeguarding students do not meet requirements. Not all of the necessary checks are made or recorded when recruiting staff. Some information is not kept to show that checks have been made.
- School buildings are in a poor condition, presenting health and safety risks to students and members of staff. Classrooms, corridors and staircases require urgent repair.
- Leadership is not doing enough to promote good teaching. Lesson monitoring and checks on students' work are not carried out routinely. Not all teachers set high expectations of students or challenge students to work hard.
- Assessment information shows that some students underachieve in their GCSE examinations. This is because they do not gain the high grades of which they are capable.
- In the sixth form, not all students achieve as well as they should. The benefits of small classes and one-to-one support are undermined by weak monitoring and insufficient action to prevent some students from underachieving.
- The curriculum is too narrow. There are too few opportunities to promote personal, social and health education, citizenship or careers. Students do not achieve adequately in humanities, and in creative and aesthetic subjects, because they are not given sufficient opportunities to study them.
- Students do not develop a broad knowledge of other cultures and faiths, which limits their achievement and does not prepare them for life in modern Britain
- Governors are not providing enough challenge for senior leaders to drive improvements. Capacity for securing improvement is limited because self-evaluation and improvement planning are ineffective.

The school has the following strengths

- In 2014, all Year 11 students attained five or more GCSE A* to C grades including English and mathematics.
- Students' behaviour is consistently good. They are well mannered, respectful and self-disciplined.
- Leadership provides a good range of opportunities for students to practice and develop their faith.

Compliance with regulatory requirements

- The school must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- This inspection was unannounced, at the request of the Department for Education.
- Inspectors observed teaching and looked at students' work in 11 lessons. Two of these observations were carried out jointly with the Principal.
- Inspectors scrutinised a range of documents, including school policies, schemes of work, safeguarding information including checks made when appointing members of staff, and assessment information about students' progress.
- Meetings were held with the Principal, senior leaders, five members of the governing body and two groups of students.
- Inspectors took account of 17 responses to Ofsted's online parent questionnaire.

Inspection team

John Mitcheson, Lead inspector

Her Majesty's Inspector

Hilary Macdonald

Her Majesty's Inspector

Full report

Information about this school

- The Jamiatul Ummah School opened in 1997 as a selective, independent day school for 11 to 19-year-old boys.
- It is smaller than the average secondary school. There are currently only 11 students in the sixth form, all of whom are in Year 13. The sixth form will close in 2015.
- Most students are from Bangladeshi backgrounds.
- No students are disabled or have special educational needs.

What does the school need to do to improve further?

- Improve the quality of leadership and management by:
 - completing a thorough and accurate self-evaluation of the school's effectiveness
 - preparing a detailed school improvement plan which contains clear actions, timescales and measurable targets, and which identifies who will be held accountable for securing improvements
 - broadening the curriculum to promote students' personal, social and health education, their understanding of citizenship and their awareness of careers after they leave school
 - providing more opportunities for students to study humanities subjects and to experience creative and aesthetic learning
 - providing students with regular, planned opportunities to promote their spiritual, moral, social and cultural development to ensure that they are prepared fully for life in modern Britain.
- Ensure that all statutory requirements for safeguarding students are fully met by:
 - ensuring that all necessary checks of new and existing staff have been made
 - ensuring that this information is stored centrally and kept up to date, to provide evidence that these checks have been made
 - making sure that regular review of safeguarding policies and procedures are carried out by the governing body.
- Improve the quality of teaching so that it is consistently good by:
 - regularly observing lessons and checking the quality of students' work, to determine what all teachers do well and what else they need to do to improve their effectiveness
 - evaluating the impact that teaching has on improving students' learning and progress
 - sharing the good practice evident in some subjects to enable staff to learn from one another.
- Raise achievement by:
 - ensuring that procedures to assess students' progress are used systematically throughout all subjects and key stages
 - eliminating students' underachievement by routinely analysing performance information and targeting additional support towards those at risk of underachieving.
- **The school must meet the following independent school standards.**
 - Ensure that there is a written policy on the curriculum, supported by appropriate schemes of work, which is implemented effectively (paragraph 2(1)).
 - Ensure that personal, social and health education reflects the school's aims and ethos (paragraph 2(2)(f)).
 - Provide appropriate careers guidance for students (paragraph 2(2)(g)).
 - Ensure adequate preparation of students for the opportunities, responsibilities and experiences of adult life (paragraph 2(2)(j)).

- Ensure that the teaching fosters in students the application of creative effort, interest in their work and the ability to think and learn for themselves (paragraph 3(b)).
- Demonstrate that a framework is in place to assess students' work regularly and thoroughly and use information from that assessment to plan teaching so that students can progress (paragraph 3(g)).
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraph 5(a)).
- Actively promote principles that enable students to distinguish right from wrong and to respect the civil and criminal law of England (paragraph 5(b)(ii)).
- Actively promote principles that enable students to acquire a broad general knowledge of and respect for public institutions and services in England (paragraph 5(b)(iv)).
- Actively promote principles that further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures (paragraph 5(b)(v)).
- Actively promote principles that encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (paragraph 5(b)(vi)).
- Actively promote principles that encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England (paragraph 5(b)(vii)).
- Actively promote principles that preclude the promotion of partisan political views in the teaching of any subject in the school (paragraph 5(c)).
- Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of students when they are in school or taking part in extra-curricular activities provided or organised by or on behalf of the school students are offered a balanced presentation of opposing views (paragraph 5(d)(i) and paragraph 5(d)(ii)).
- Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of students in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, students are offered a balanced presentation of opposing views (paragraph 5(d)(iii)).
- Ensure that arrangements are made to safeguard and promote the welfare of students at the school and that such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7(a) and paragraph 7(b)).
- Ensure that a record is kept of the sanctions imposed upon students for serious misbehaviour (paragraph 16).
- Ensure that the proprietor carries out appropriate checks to confirm in respect of each person their identity and medical fitness, and in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State (paragraph 19(2), 19(2)(b), 19(2)(b)(i) and (ii), and 19(2)(d)).
- Ensure that criminal record checks are made and recorded in the single central record, which may be kept in electronic form, in relation to all staff appointed on or after 1st May 2007, provided that the information so recorded is capable of being reproduced in legible form (paragraph 22(1), paragraph 22(2) and paragraph 22(3)).
- In relation to each member of staff appointed on or after 1st May 2007, the register must record the check made for identity; appropriate checks to confirm in respect of each person their identity and medical fitness, and in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State capture; and the checks made for staff's right to work in the United Kingdom. The register must include the date on which each such check was completed or the certificate obtained (paragraph 22(3)(a), 22(3)(e) and 22(3)(f)).
- Ensure that a suitable changing room for students participating in physical education is provided (paragraph 23A(1)(c)).
- Ensure that accommodation for the short-term care of the sick and injured includes a washing facility (paragraph 23B(1)(b)).
- Ensure 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 (paragraph 23C).

Inspection judgements

The leadership and management are inadequate

- Senior leaders' and governors' views of the school are inaccurate. The school is not compliant with a significant number of the standards for independent schools. Leaders and managers are not fully aware of what they must have in place. Without an accurate overview of the school's strengths and weaknesses, they are unable to form accurate plans for improvement. The current school improvement plan lacks clear actions, timescales, measurable targets, or means of holding senior leaders accountable for securing improvement.
- Students' safety is compromised because checks on staff members are incomplete. It is unclear whether all checks are made of the suitability of staff because some information about their backgrounds is not kept.
- Leadership is not ensuring that teachers systematically assess students' progress. The rigour of assessment procedures is not consistent across all subjects or key stages. This leads to a lack of understanding about how well students are doing and contributes to some underachievement. Despite the positive overall pass rates in Key Stage 4, data shows that too many students do not attain the highest grades expected.
- School leaders provide a good range of opportunities for students to study and practice their Islamic faith. However, in other respects students are not provided with a broad and balanced curriculum. Students do not have opportunities to learn about music or art. Design and technology education is not provided. There are very few opportunities to develop students' creativity in physical education, such as through gymnastics or dance. The narrowness of the curriculum means that students' spiritual, moral, social and cultural education, in particular their understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance, is underdeveloped. Not enough time is allocated for personal, social and health education, or to raise their understanding of citizenship and careers.
- **The governance of the school:**
 - The governing body has not ensured that the single central record is complete and up to date and that all necessary checks of staff have been made
 - Governors do not have an adequate understanding of the school's effectiveness. They are too reliant on the information given to them by the Principal, and give too much consideration to the overall GCSE pass rate rather than the quality of the grades that students achieve
 - Members of the governing body come from a range of professional backgrounds. They are committed to meeting the religious needs of students and recognise that improvements are needed to ensure that they are fully prepared for life in modern Britain.

The behaviour and safety of pupils are inadequate

- The school's work to keep students safe is inadequate. Failure to comply with statutory requirements for making checks of members of staff means that students' safety is at risk.
- The school building is shabby and dirty and in need of significant repair. This also poses risks to students and to members of staff. The flooring in corridors and staircases is badly worn. One staircase does not have a bannister. Some stairwells contain old furniture and rubbish. Boxes of books stored on the floor in the library present a hazard. Students have to get changed for PE lessons publically in the dining hall. Only one shower is provided nearby for use by all students. There are no washing facilities in the first-aid room.
- Despite these failings, students say that they feel safe in school and that incidents of different types of bullying are very rare.
- Students' behaviour in lessons and around the school is consistently good.
- In discussion, inspectors found students to be pleasant and polite and keen to share their views about the school. Their self-discipline and respect towards staff and each other contribute to a positive ethos in and around school. They conduct themselves sensibly when travelling to the nearby play areas during breaks and lunchtimes. No students are excluded and attendance is high.
- Behaviour is not outstanding because at times, particularly when teaching fails to capture their interest, a minority of older students ease off and display casual attitudes towards learning.

The quality of teaching**is inadequate**

- Teaching is inadequate because it does not promote students' academic and personal development, including their spiritual, moral, social and cultural education, well enough. Teaching does not develop students' creativity or encourage them to think and learn for themselves in a wide enough range of experiences. Careers guidance for students is not planned thoroughly or taught regularly.
- Good practice is not widely shared to enable staff to learn from each other. Teaching is monitored too infrequently to promote greater consistency of practice. Inspectors noted considerable variation in the quality of lesson preparation, questioning and marking of students' work.
- Teachers do not assess students' work regularly and thoroughly, or use their knowledge of students to plan teaching so that they can progress. Assessment is better in Years 10 and 11 because GCSE criteria are used to assess the progress students make. In Key Stage 3, students' progress is not routinely checked and recorded to show how well they are achieving in all subjects.
- Not all teachers have high enough expectations of students. Teachers do not ask enough questions to see if students understand what they have to do, or to check that they are working hard enough. Information gained from marking students' work, including homework and regular testing, is not used well enough to ensure that they maintain their progress and achieve well.
- There is some good teaching that enables students to attain well in English, mathematics, science and languages linked to the school's culture and faith. Teaching in English and memorisation of the Qur'an is effective because teachers are well organised, have good subject knowledge and check students' understanding before moving on to the next stage.
- Most students understand right from wrong and, when asked, show some knowledge of current affairs. However, activities to broaden their spiritual, moral, social and cultural education are rarely included in teachers' planning. Teachers do not take opportunities to reinforce students' literacy skills by explaining complex words or discussing words used in other languages.

The achievement of pupils**is inadequate**

- The achievement of students in Key Stage 3 is inadequate because students' learning is limited by the narrow curriculum provided for them. They are not provided with a wide range of experiences that ensure that they are well prepared for the next stage of their education. There are too few opportunities to learn and achieve in humanities, music, art and design. Learning in physical education is limited to playing games.
- Procedures used to assess the attainment and progress of students lack rigour. Data suggests that all students make expected progress by the end of Year 9, but does not illustrate clearly how well students are achieving in each subject in Years 7 and 8.
- In 2014, every student in Year 11 attained at least five A* to C grades including English and mathematics. For almost all students, this included passes in GCSE Arabic and Bengali. Over half of the current Year 11 students this year have already secured four A* to C GCSE passes including science and mathematics. However, these headline figures mask some significant underachievement. Students join the school with high prior attainment but not all of them go on to achieve the highest A* and A grades expected of them. Assessment information shows that in most subjects, significant proportions attain one or two grades lower than expected. Leadership is not ensuring that students' progress is monitored well enough, or that teachers know when to intervene to support students at risk of underachieving.
- The school does not offer a wide range of subjects in Key Stage 4 or provide regular opportunities to promote students' spiritual, moral, social education. Only a few students study GCSE history; geography is not taught at all. This narrowness of the curriculum restricts students' wider achievement.

The sixth form provision**is inadequate**

- Teaching in the sixth form does not promote students' academic and personal development, including their spiritual, moral, social and cultural education. Not enough is done to ensure that students achieve well enough. Some students are not well prepared for the next stage of their education or training because the results they achieve in their Advanced Level studies are far too low.
- Outcomes in Advanced Level examinations vary widely. In recent years, results achieved by students in Year 12 have been particularly low. Results in the last two years show that some of these students who

stayed on in Year 13 continued to underachieve. The low grades achieved by a small minority of students last year revealed a lack of thorough monitoring of their progress.

- The sixth form will close in 2015 as school leaders feel that it is no longer viable. They recognise that the outcomes achieved by students are too low. Its small size means that school leaders are unable to provide students with an adequate range of curricular and enrichment opportunities.
- A very small number of students remain in Year 13 this year to complete their courses in English, mathematics, sciences, economics, computing and religious studies. All students study Advanced Fiqh. They say that they feel valued and cared for and that what is provided for them meets their needs.
- Students receive some advice and guidance to help them decide upon the next stage of their education. All of them went on to university or further training in 2014.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	131388
Inspection number	442963
DfE registration number	211/6387

This inspection was carried out under section 162A of the Education Act 2002, as inserted 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.

Type of school	Secondary
School status	Independent school
Age range of pupils	11–19
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	185
Of which, number on roll in sixth form	11
Proprietor	Mr Hasan Mueenuddin
Chair	Mr Hasan Mueenuddin
Headteacher	Mr Abdur Rahman Madani
Date of previous school inspection	27–28 January 2011
Annual fees (day pupils)	£3,400
Telephone number	020 7790 7878
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