

Jamiatul Ummah School

56 Bigland Street, London, E1 2ND

Inspection dates

10-11 March 2015

Overall outcome

Independent school standards not met

Context of the inspection

- This inspection was undertaken at the request of the Department for Education, the registration authority for independent schools. The inspection was unannounced. At the school's last full inspection in October 2014, its overall effectiveness was judged inadequate; at that time, 34 of the independent school standards were not met.
- The main purpose of this inspection was to monitor the school's progress in implementing its action plan in response to the weaknesses identified at October 2014 inspection. The school submitted this action plan in December 2014; it was evaluated in January 2015 and found to require improvement.

Main findings

Curriculum

- The inspection in October 2014 found that the curriculum was too narrow. There were too few opportunities to promote students' personal, social and health education (PSHE) or careers education. Students did not achieve adequately in creative and aesthetic subjects because they did not have sufficient opportunities to study them. In its action plan, the school undertook to revise the curriculum. As a result of implementing its action plan, the school has adjusted the balance of the curriculum so that students now have sufficient time to study an appropriate range of secular subjects and planned opportunities to develop their spiritual, moral, social and cultural understanding and skills.
- Since January 2015, students in all year groups have been taught citizenship and PSHE. Students in Years 7, 8 and 9 are now taught art or music, and history or geography. Careers education is taught within PSHE. A careers programme is in place for Years 13, 11 and 10, with some opportunities for Year 9 students. There are fewer opportunities for careers education for students in Years 7 and 8. Students in all year groups have attended events and visited places that support their academic achievement and personal development.
- The interim Principal checks that all staff plan opportunities in their subjects to improve students' spiritual, moral, social and cultural understanding and skills. The religious curriculum has been revised to teach students about faiths other than their own.
- Schemes of work for the new subjects are in place. The requirements are now met. However, these schemes and those for some other subjects, such as PSHE, music, art and science, are presented with only the minimum detail required to guide teachers' planning.

Teaching and assessment

- The October 2014 inspection found that the assessment framework was not systematic or effective across all subjects. Procedures were not robust enough to prevent some students from underachieving. In its action plan, the school undertook to implement an electronic system to record, track and check students' achievements. This is in place and is beginning to help staff identify underachievement. The school also undertook to implement self-assessment for students so that they could see how well they are learning and the next steps for improving their work. This system is now in place and encouraging students to reflect on their learning. The requirements are now met.

Spiritual, moral, social and cultural development

- The October 2014 inspection found that the students did not develop a broad knowledge of cultures and faiths other than their own, which limited their achievement and did not prepare them for life in Britain. In its action plan, the school undertook to actively promote fundamental British values and students' spiritual, moral, social and cultural development through the teaching of citizenship, religious education and other relevant subjects such as history and science. Since January 2015, as a result of implementing the action plan, students now have sufficient planned opportunities to learn about an appropriate range of subjects and issues to prepare them for life in Britain. Students enjoy debating different viewpoints and can explain what they understand about a range of topics, such as the differences between, civil, criminal and religious laws. They are learning about Buddhism, Sikhism and Christianity. The requirements are now met.

Welfare, health and safety

- The October 2014 inspection found that not all the necessary checks were made or recorded when recruiting staff. Some information was not kept to show that checks were made. The single central register was not complete. In its action plan, the school undertook to be rigorous in its checks for the suitability of staff to work with students. As a result of implementing the action plan, the single central register now records all the required checks.
- This present monitoring inspection found that the policy for safeguarding children has not been implemented effectively. Concerns about students' welfare have not been recorded systematically or thoroughly. The safeguarding policy on the school's website does not explain the procedure should an allegation be made against the headteacher. This standard is still unmet.
- The October 2014 inspection found that the school did not maintain a suitable record of students' inappropriate behaviour. The school undertook to set up an electronic system to record, track and check students' behaviour. This system was set up very recently and is ready for use. This present monitoring inspection found that the school's behaviour policy has not been implemented effectively, because an incident of inappropriate behaviour was not recorded systematically or thoroughly. This standard is still unmet.
- This monitoring inspection found that the science room poses risks to the welfare, health and safety of students, staff and visitors. This is because potentially hazardous materials are not stored appropriately, the room is too untidy and there are insufficient signs and instructions to tell students how to use the room and the equipment safely. This standard is not met.

Suitability of staff, supply staff, and proprietors

- As above, the October 2014 inspection found that not all the necessary checks were made or recorded when recruiting staff. The single central register now records all the required checks for staff's suitability to work with students. The requirements are now met.

Premises and accommodation

- The October 2014 inspection found that the school did not meet three of the independent school standards for the premises and accommodation. The building was in a poor condition and presented health and safety risks. Classrooms, corridors and staircases required urgent repairs. The building was shabby and dirty, and some areas were cluttered and too untidy. Students changed for physical education in the dining room and there was only one shower. There was no washing facility in the medical room. In its action plan, the school undertook to carry out extensive refurbishment. As a result of implementing the action plan, many improvements have taken place, but there is still much work required to bring the accommodation and premises to an acceptable standard. In addition, this monitoring inspection found serious concerns about the welfare, health and safety in the science room. Two of the three previously unmet standards are still unmet.

- The buildings are now cleaner, and mostly tidy and free from clutter. Some walls have been repainted. Banisters have been appropriately installed on staircases. The flooring in all corridors, and in most of the stairways and classrooms, has been suitably replaced. All the toilets have been refurbished. The standard for the medical room is now met because the room now has a sink. There is a new changing room with three showers. The area is almost ready for use, but students are unable to shower at present, so that the standard is still not met.
- More repairs and refurbishment are required throughout the building, such as securing all wires securely and tidily, replacing or repairing broken windows, checking electrical equipment and improving general tidiness.

Quality of leadership and management

- The school's leaders have not ensured that all the regulations are met and that the welfare and safeguarding of students are assured. The associated standards are therefore not met.

Compliance with regulatory requirements

The school must take action to meet The Education (Independent School Standards) Regulations 2014 and associated requirements

- The school must 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 (paragraphs 7, 7(a), 7(b)).
- The school must promote good behaviour amongst pupils by ensuring that the policy is implemented effectively and a record is kept of the sanctions imposed upon pupils for serious misbehaviour (paragraphs 9, 9(b), 9(c)).
- The school must ensure that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy (paragraph 11).
- The school must ensure that suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education (paragraph 23(1), 23(1)(c)).
- The school must 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 assured (paragraph 25).
- The school must ensure that particulars of the arrangements for meeting the standard contained in paragraph 7 (as above) are published on the school's internet website or, where no such website exists, are provided to parents on request (paragraph 32(1) (c)).
- The school must ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; fulfil their responsibilities effectively so that the independent school standards are met consistently; and actively promote the wellbeing of pupils (paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)).

Inspection team

Heather Yaxley

Her Majesty's Inspector

Information about this school

- The Jamiatul Ummah School opened in 1997 as a selective independent school for 11- to 19-year-old boys.
- The school is smaller than the average secondary school.
- There are currently 176 boys on roll, of whom 11 are in the sixth form, all of whom are in Year 13; the sixth form will close at the end of this academic year.
- Most students are from Bangladeshi backgrounds.
- No students are disabled or have special educational needs.
- The school is owned by Dawatul Islam UK and Eire.
- The school is run by an interim Principal who took the post in January 2015.

School details

Unique reference number	131388
Inspection number	463634
DfE registration number	211/6387

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.

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	176
Of which, number of pupils in the sixth form	11
Proprietor	Dawatul Islam UK and Eire.
Interim Chair	Shabbir Kawsar
Interim Principal	Ehsan Hannan
Date of previous school inspection	8–10 October 2014
Annual fees (day pupils)	£3,400
Telephone number	020 7790 7878
Fax number	020 7790 8020
Email address	admin@jamiatulummah.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

Interested in our work? You can subscribe to our website for news, information and updates at <https://reports.ofsted.gov.uk/user>.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015