

Jamia Islamia Birmingham

Islamic College, Fallows Road, Birmingham, B11 1PL

Inspection dates

5–7 May 2015

Overall effectiveness	Inadequate	4
Leadership and management	Inadequate	4
Behaviour and safety of pupils	Requires improvement	3
Quality of teaching	Inadequate	4
Achievement of pupils	Inadequate	4
Sixth form provision	Requires improvement	3

Summary of key findings

This is an inadequate school

- Achievement is inadequate because students have not made enough progress, particularly in English and mathematics.
- At Key Stage 3, too many students are not making the progress they should.
- Although teaching of Islamic theology is good, this is not the case for other academic subjects.
- Teachers do not routinely use assessment information to plan lessons that meet the needs and abilities of all students.
- Literacy is not well developed across the school and there are few opportunities for students to practise and apply their literacy skills, particularly in reading, across the curriculum.
- Marking does not routinely help students to understand how they can improve their work.
- The curriculum, although now offering greater breadth, is not meeting the needs of students. Teachers are not adapting schemes of work to meet the needs of different students.
- Leaders have identified where improvements are required, but recent actions have not yet had an impact on improving the progress students make in academic subjects.
- Current arrangements for monitoring and improving the quality of teaching are not effective.
- Procedures for safe recruitment are not rigorous enough. Safeguarding requirements are not fully met.
- Leaders have not provided programmes to support sixth form students who have not yet achieved a GCSE grade C or above in English or mathematics.

The school has the following strengths

- The recently established behaviour policy has had a very positive impact on behaviour.
- Leaders have already introduced a number of systems and processes to address improvement priorities.
- Leaders have substantially improved the school environment and learning resources over the past year and students are very appreciative of this.
- Students' spiritual, moral, social and cultural development is a strength in the school.

Compliance with regulatory requirements

- The school must take action to meet the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Information about this inspection

- Inspectors observed 15 lessons or parts of lessons.
- During visits to classrooms, inspectors looked at students' work and spoke with them about their learning.
- Inspectors listened to some Year 7 students read.
- Inspectors held discussions with senior leaders, governors, pupils, parents and teachers.
- A tour of the school was undertaken with the headteacher.
- School documents were scrutinised, including a range of policies and information about students' achievement, behaviour and attendance. Inspectors also examined the school's improvement plans.
- Inspectors observed students during lunch times and breaks, and on arrival and departure from school.
- There were not enough responses to the online questionnaire, Parent View, for inspectors to use the results, but inspectors were able to speak with a group of parents.
- The school had not completed the online students' questionnaire, but inspectors spoke to many students both formally and informally throughout the inspection.
- On the second afternoon of the inspection, all students were taking part in a school-based workshop with Birmingham police officers.

Inspection team

Mel Ford, Lead inspector

Her Majesty's Inspector

Peter Humphries

Her Majesty's Inspector

Full report

Information about this school

- Jamia Islamia is an independent Islamic day school for boys aged 11 to 19 years old and is part of the Jamia Islamia (Birmingham) Trust Ltd. It opened in 2000 at Jamia Qur'ania and Shahjalal Masjid, moving to its present premises in 2005.
- All students are from minority ethnic backgrounds, which is well above average. The largest ethnic group is Bangladeshi.
- The school has 147 students, which is smaller than the average-sized secondary school.
- There are no students with a statement of special educational needs.
- There are no disabled students.
- No students are in the care of the local authority.
- No students attend off-site provision.
- No students speak English as a second language.
- The school aims to: 'Gain the pleasure of Allah by producing scholars with deep knowledge of Sharia along with modern education.'
- The last standard inspection of the school was in January 2012 when it was judged to be satisfactory.
- An emergency inspection was carried out in March 2014. This was followed by a progress monitoring inspection in September 2014.

What does the school need to do to improve further?

- Raise the quality of teaching to at least good, particularly for academic subjects in Key Stage 3, in order to improve achievement, by:
 - ensuring that all teachers use assessment information effectively to plan lessons and activities that allow learners of all abilities to make the progress they should
 - improving marking to ensure that students have a clear understanding of what they have done well and what they need to do to improve, and that they act upon the advice given
 - ensuring that opportunities are explicitly planned for students to practise and apply their literacy skills across the curriculum and that reading for enjoyment is actively promoted
 - ensuring that students complete homework set and, where this is not the case, take appropriate action.
- Improve the quality of leadership and management by:
 - developing and implementing appropriate ways to evaluate the school's progress against identified priorities for improvement
 - building on the new systems for recording and analysing students' achievement and sharing this with teachers, so that lessons and activities planned are clearly linked to students' needs and abilities
 - carefully monitoring and reviewing the implementation of new policies introduced to ensure that all staff are applying these consistently
 - urgently reviewing the school's recruitment practice, so that records clearly show how checks on suitability have been carried out
 - ensuring that the school's single central record is fully compliant with requirements.
- Improve provision in the sixth form by:
 - providing an appropriate programme of study for those students in the sixth form who have not yet achieved a GCSE grade C or above (or equivalent) English or mathematics.
- **The school must meet the following independent school standards**
 - Ensure that the written policy on the curriculum, supported by appropriate plans and schemes of work, are implemented effectively (paragraphs 2(1), 2(1)(a)).

- Ensure that written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils (paragraphs 2(1), 2(1)(b), 2(1)(b)(i)).
- Ensure that pupils acquire speaking, listening, literacy and numeracy skills (paragraphs 2(2), 2(2)(b)).
- Ensure that all students have the opportunity to learn and make progress (paragraphs 2(2), 2(2)(h)).
- Ensure that teaching enables all students to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraphs 3, 3(a)).
- Ensure that teaching fosters students' self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves (paragraphs 3, 3(b)).
- Ensure that teaching involves well-planned lessons and effective teaching methods, activities and management of class time (paragraphs 3, 3(c)).
- Ensure that teaching utilises effectively classroom resources of a good quality, quantity and range (paragraphs 3, 3(f)).
- Put in place a framework to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraphs 3, 3(g)).
- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of students at the school (paragraphs 7, 7(a)).
- The proprietor must ensure that such arrangements have regard to any guidance issued by the Secretary of State (paragraphs 7, 7(b)).
- The proprietor must ensure that the admissions and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- The proprietor must carry out appropriate checks of medical fitness (paragraphs 18(2), 18(2)(c), 18(2)(c)(ii)).
- The proprietor must ensure that checks are made to establish that each member of staff is subject to a prohibition order or an interim prohibition order, including the date on which that check was completed (paragraphs 21(3), 21(3)(b)).
- The proprietor must make sure that all information specified in sub paragraph (2) is provided to parents of pupils and parents of prospective pupils (paragraphs 32(1), 32(1)(a)).
- The proprietor must make sure that the information specified in sub-paragraph (3) is made available to the parents of pupils and the parents of prospective pupils (paragraphs 32(1), 32(1)(b)).
- Following an inspection under section 108 or 109 of the 2008 Act, the proprietor must ensure that a copy of the report of the inspection is published and maintained on the school's internet website (paragraphs 32(1), 32(1)(d)).
- The proprietor must make sure that leadership and management demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(a)).
- The proprietor must ensure that leadership and management fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(b)).
- The proprietor must ensure that leadership and management actively promote the well-being of pupils (paragraphs 34(1), 34(1)(c)).

Inspection judgements

The leadership and management are inadequate

- Leaders and managers have not recognised the weaknesses in teaching, particularly of academic subjects at Key Stage 3. Although the headteacher monitors the quality of teaching through regular observations of lessons, there is little evidence that other aspects, such as marking and students' progress, are taken into account. Moreover, although targets are set for all teachers, these are not directly linked to improving students' progress. Consequently, teaching is not improving quickly enough.
- The school does not meet the statutory requirements for safeguarding. Senior leaders and governors have not ensured that safer recruitment processes are rigorous enough. Although most checks are carried out according to requirements, some aspects of recording are inaccurate and too much reliance is placed on personal knowledge of prospective employees. Leaders have not kept up-to-date with recent developments in relation to these checks.
- A check of the school's website at the start of this inspection found that neither the safeguarding nor the other required policies were available to parents and others.
- A school improvement plan is in place, but the majority of success criteria focus on what will be provided over time rather than how provision will improve students' achievement. There is no systematic evaluation of the impact of actions taken.
- Attendance has not been recorded accurately because school leaders were not aware of how to do so. Monitoring of attendance has not been rigorous enough until very recently.
- The headteacher has introduced a number of appropriate policies and processes over the last year, with the aim of improving achievement and the quality of teaching. However, these have not been rigorously monitored to ensure that all staff are applying them effectively. As a result, it is not always identified quickly enough when policy is not being translated into practice. This has slowed the pace of improvement required.
- The headteacher has made recent improvements to the curriculum and it now includes a range of subjects. However, at Key Stage 3 and 4 it is not meeting the needs of students because teachers do not consistently follow the school's agreed schemes of work, or adapt these to meet the needs of students. For instance in a physical education lesson that, according to the schemes of work, should have been developing fitness techniques students were simply choosing which game they wanted to play.
- Students' literacy skills are not developed well enough. There are few opportunities for students to read widely or for enjoyment, or to practise their writing skills.
- Leaders have not ensured that there are planned opportunities for students to practise and improve their numeracy skills in lessons other than mathematics.
- The headteacher has recently brought in an electronic system to help monitor students' attainment and progress. However, until very recently the school's focus has been on attainment rather than students' progress from their starting points. Consequently, identification of students who were not making enough progress has been too slow in the recent past.
- This year the school has introduced careers guidance and there is an effective, impartial, planned programme for each year group.
- All students progressed into employment, education or training in 2014 and this is expected to be the case in 2015.
- Spiritual, moral, social and cultural development is well established in the school. Students are taught respect and tolerance for all, and they have a very good understanding of how this impacts on their lives in school and the wider community. They have a real appreciation of modern British values and can speak with confidence about such aspects as democracy and law and order. Thus, students are well prepared for life in modern Britain.
- The school actively promotes equality of opportunity.
- The behaviour management policy introduced by the headteacher this year is applied well across the school and behaviour has improved significantly.
- **The governance of the school:**

Governors are proud of their school and are committed to its continued improvement. However they, like school leaders, have been too optimistic about the rate of improvement. They have not challenged the historic academic underachievement or recognised the improvements required in the quality of teaching in order to achieve better outcomes for students.

The governing body has recognised where it needs additional expertise and has taken pains to recruit new members to fulfil that need.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of students is good. Students behave well at all times of the day, including during lunch times and breaks. They are polite and courteous to staff, visitors and each other. Arrival to and departure from school is quiet and orderly. Inspectors saw no examples of unacceptable behaviour and students say that this is the norm.
- Students say that the behaviour policy, which has now been in place for a year, has had a very positive impact. They say that they now know exactly what behaviour will lead to sanctions and what will lead to rewards. They are very appreciative of this. The school's records support their views.
- Parents are very supportive of the school. They say that any problems with behaviour are dealt with promptly and fairly, and that parents are kept fully informed at all times.
- Students' attitudes to learning are consistently good. There is no low-level disruption of lessons, even where teaching is not meeting their needs. In some lessons, the most-able students finish tasks much more quickly than their peers and wait patiently for others to catch up.
- Where they have the opportunity to discuss their views and ideas, students do so enthusiastically, listening carefully to their teachers and to the contributions of their peers. They respond quickly to instructions and requests, arriving at lessons well-prepared and keen to learn.

Safety

- The school's work to keep students safe and secure requires improvement because recruitment processes are not rigorous enough. Attendance registers are not kept accurately enough and in accordance with government guidance.
- Students say that bullying is rare and when it does happen they are very confident that it will be dealt with. They say they would be happy to talk to any teacher if they had a problem, but were particularly appreciative that the school had identified a key person to go to if they wished to discuss a concern.
- Students are taught how to keep themselves safe in a range of situations. They spoke confidently of how to protect themselves from a range of risks when using the internet, including social media. During the inspection, Birmingham Police Prevent officers were working in the school with students to support this work.

The quality of teaching

is inadequate

- Too much teaching in the academic curriculum fails to take account of students' starting points. Too frequently, activities do not meet the needs of students as teachers do not consider carefully enough what they need to know, understand and be able to do. Therefore, less-able students often struggle to complete work, while the most able are left waiting for others to catch up. Consequently, neither group make the progress they should, particularly in Key Stage 3 and in English and mathematics.
- Students are sometimes unclear about the skills they are developing and the purpose of the tasks they complete.
- The marking of students' work is superficial in most cases and does not help them to improve their work. Teachers do not make sure that students respond to any advice given.
- Students do not have sufficient opportunity to develop their reading and writing skills. They are not encouraged to read frequently or widely in subjects other than English, or outside of lessons.
- Numeracy, in any subject other than mathematics, is not developed well enough. Teachers do not plan to ensure opportunities to practise these skills are provided at appropriate times.
- Teaching in Hafiz (memorisation of the Koran), Tajweed (recitation) and Dawra-e-Hadith (higher level theological study) in all key stages, including the sixth form is good. In these lessons, students are taught according to their ability, assessed regularly and receive rapid and high quality feedback so that they make good progress.
- In the best academic lessons, for instance in information and communication technology, similar good practice was noted by inspectors. Key Stage 4 students were encouraged to research widely, analyse their findings and to apply these to their own work. However, this approach is not shared across the school.

The achievement of pupils**is inadequate**

- In 2014, achievement was well below national averages. Only 15% of students gained five GCSE passes, including English and mathematics, at a C grade or above.
- Although the school's own records show that attainment and progress at Key Stage 4 are beginning to improve, this is not the case at Key Stage 3. Too few students are making at least expected progress. For instance in Year 8, 54% of students are not making expected progress in English and in Year 9, 64% are not making expected progress in mathematics.
- Progress of the small group of most-able students in the school is variable because they are not provided with the appropriate level of challenge consistently enough. Where challenge is provided, too often it is about doing more of the same, rather than harder, work.
- The school does not enter students early for GCSE.
- The school uses students' prior attainment at Key Stage 2 to set targets for all students. However, these are not always aspirational and not all students understand or know what their targets are. Moreover, until recently teachers were not tracking students' progress towards their targets effectively enough.
- This year, Key Stage 4 students are making better progress particularly in English. The school is predicting that both progress and attainment will be above the national average in English and broadly in line in mathematics.

The sixth form provision**requires improvement**

- The sixth form requires improvement because leaders have not made provision for those students who have not yet achieved a grade C or above in English or mathematics at GCSE. Informal support is provided and the school makes arrangements for such students to re-sit the examination.
- Students who attend the sixth form do so to continue their theological studies. The school offers Hafiz and Dawra-e-Hadith. All students complete their studies successfully and many continue their education at university.
- Teaching in the sixth form is good. Students are well supported to learn at an appropriate pace for their ability by experts in their field. As earlier in the school, teaching is in ability groups, and assessment and feedback are regular and helpful.
- Students say that they are very happy in the sixth form. Behaviour and attendance is good because there are high expectations of both. Students who have chosen this pathway are very committed to achieving their best.

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 GOV.UK website: www.gov.uk/government/publications/non-association-independent-school-inspection-handbook.

School details

Unique reference number	134571
Inspection number	462924
DfE registration number	330/6106

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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	147
Of which, number on roll in sixth form	33
Number of part time pupils	0
Proprietor	Jamia Islamia (Birmingham)Trust Ltd
Chair	Rezaul Haque
Headteacher	Jahangir Alam
Date of previous school inspection	September 2014
Annual fees (day pupils)	£1,800
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