

Jameah Academy

49 Rolleston Street, Leicester LE5 3SD

Inspection dates

6–8 October 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management

Requires improvement

Quality of teaching, learning and assessment

Good

Personal development, behaviour and welfare

Requires improvement

Outcomes for pupils

Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- The directors do not have sufficient knowledge about the independent school standards and, as a result, a number of standards are not met.
- Leaders do not have an accurate view of how well the school is doing and what needs to improve further. The school's systems for checking on the quality of teaching and sharing best practice are not rigorous enough.
- Leaders do not ensure that training for teachers meets their needs or helps to improve their practice in the classroom. They do not hold teachers to account for how well pupils do.
- The directors of the school rely on information provided by school leaders and do not have a first-hand view on the quality of teaching and pupils' achievement.
- The directors of the school provide effective support to school leaders, but do not do enough to ensure that they are challenged so that the school continues to improve.
- Training for teachers has not ensured that they all know how to identify and support pupils with special educational needs.
- Not all teachers take pupils' starting points into account when planning lessons.
- The curriculum is too narrow. There are not enough opportunities for pupils in the secondary school to develop their creative skills.
- The careers advice and guidance that pupils receive does not help them to make informed decisions about their future.
- Pupils do not have sufficient opportunities to access the outdoor area.

The school has the following strengths

- Staff, pupils and parents place a high value on learning. As a result, pupils make good progress both in their National Curriculum subjects and in their Islamic studies. They attain highly in a wide range of subjects.
- Teachers have good subject knowledge and use this to ensure that pupils make good progress in lessons.
- Pupils' behaviour around the school is excellent. Older pupils play an active role in improving the school. They are good role models for younger pupils and excellent ambassadors for their school.
- Pupils know the importance of good character development. They have a strong sense of their moral and social duties as British Muslims.

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.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership, management and governance by:
 - ensuring that all of the independent school standards are met in full
 - ensuring that leaders have an accurate view of school that is informed by regular monitoring and quality assurance
 - ensuring that training for teachers is informed by regular observation by leaders and matched to their need, and helps them to develop their practice in the classroom
 - ensuring that training for teachers helps them to identify and provide effective support for pupils with special educational needs, as well as for those who may find aspects of learning more difficult
 - ensuring that the directors of the school are able to hold leaders to account for the quality of teaching, pupils' outcomes and welfare, and the curriculum
 - improving the school's systems for the performance management of teachers
 - ensuring that there are more opportunities in the curriculum to develop pupils' creative skills, especially when learning in the outdoor area.
- Improve teaching by ensuring that all teachers take pupils' starting points into account when planning learning, and provide effective support for pupils with special educational needs and for the least able.
- Improve pupils' personal development, welfare and behaviour by ensuring that there is a well-planned programme of careers education in place, so that pupils in Years 8 to 11 receive impartial advice and guidance to enable them to make well-informed decisions about their future.

The school must meet the following independent school standards.

- The proprietor must ensure that the curriculum:
 - gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2(2)(a))
 - for pupils receiving secondary education, gives access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential (paragraphs 2(2)(e),(i),(ii) and (iii)).
- The proprietor must ensure that suitable toilet and washing facilities are provided for the sole use of pupils (paragraph 23(1)(a)).
- The proprietor must ensure that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including accommodation for the medical examination and treatment of pupils (paragraphs 24(1) and 24(1)(a)).
- The proprietor must ensure that suitable drinking water facilities are provided (paragraph 28(1)(a)).
- The proprietor must ensure that toilets and urinals have an adequate supply of cold water and washing facilities, have an adequate supply of hot and cold water and that cold water supplies that are suitable for drinking are clearly marked as such (paragraphs 28(1)(b) and 28 (1)(c)).
- The proprietor must ensure that suitable outdoor space is provided in order to enable pupils to play outside (paragraphs 29(1) and 29(1)(b)).
- The proprietor 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 (paragraphs 34(1) and 34(1)(a), 34(1)(b)).

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leaders and proprietors are unclear about the requirements of the independent school standards. There are one or more unmet independent school standards relating to parts 1, 5 and 8. The school has firm plans in place to remedy these failings, but at the time of the inspection not all these plans had been put in place.
- School leaders have recently overseen the move to a new building. The school informed the Department for Education about this material change in writing. The building was not quite finished at the time of the inspection. The implementation of the material change therefore led to a number of standards being unmet at the time of the inspection.
- There is currently no outdoor area for pupils to play outside or get some fresh air, as the playground is not finished and is being used by builders. This remains an unmet standard from the previous inspection. There are no arrangements in place for all pupils to go outside, although younger pupils, under staff supervision, sometimes use the public recreation area opposite the school.
- The new building has been purposely adapted from an existing structure. It is light, airy and spacious and pupils like their new classrooms. However, its unfinished nature is having some impact on their welfare, health and safety. For example, there are wires exposed in the ceilings of some classrooms. These cannot be reached by pupils and are quite safe, but pupils told inspectors that they do not like being able to see them.
- There are some toilets where the hot water taps are not working and no paper towels or toilet rolls are available. At the time of the inspection, a leak in one toilet block left the toilets in a poor state of repair. Pupils were understandably reluctant to use these toilets, and this has meant that there were too few toilets available for them to use.
- At the time of the inspection, only one water fountain located on the first floor was in operation. This meant that there was insufficient drinking water for pupils.
- The school's medical room was not completed at the time of the inspection. As a result, there were no facilities available for the medical examination and treatment of pupils.
- Leaders have made amendments to the curriculum to ensure that there is a greater balance between the National Curriculum subjects and Islamic studies. However, the curriculum is too academic and does not provide enough opportunities for pupils in Key Stages 3 and 4 to develop their creative skills. Pupils told inspectors that they would like to study subjects such as cookery and art.
- The performance management arrangements are not stringent enough. Teachers are not set targets to improve their practice and there is no link between their performance in the classroom and the pay they receive.
- Leaders do not have an accurate view of the strengths and relative weaknesses of teaching because they do not undertake regular monitoring or quality assurance. They monitor the progress of all pupils, but do not analyse whether groups of pupils make different rates of progress. Consequently, improvement plans are not always closely focused enough, and not all teachers have had the support they need to improve their practice.
- The school has very few pupils with special educational needs. Training for teachers has not focused on how to identify and support pupils with special educational needs and consequently these pupils do not always receive the support they need to do well.
- The high value that is placed on learning is felt throughout the school. Leaders and staff are passionate about their mission to develop the next generation of female scholars, and have successfully created a culture of high expectations and scholastic aspiration among pupils. Leaders accept that this does not currently extend to developing teachers to be the very best that they can be.
- The school makes explicit links between British and Islamic values and teachers make the most of opportunities to reinforce such values. As a result, pupils have a strong sense of their identity as British Muslims and the social and moral responsibilities this brings.
- Pupils have a secure understanding of the importance of democratic institutions and the rule of law. They enjoyed their visit to a courtroom, to learn more about the Suffragette movement and re-enact a real case. As one parent commented: 'The school is doing its very best to prepare my daughter to live in modern Britain and to be a peaceful global citizen. Her aims are to be a good British Muslim and show

peace, democracy, respect and tolerance; this is what Jameah has taught her.’

- Leaders and staff teach pupils that the values of tolerance and respect are inherent to Islam. In their citizenship lessons, pupils have examined what these values mean in relation to different groups, and have prepared thoughtful and thought-provoking assemblies and display work on a range of issues, such as ageism, prejudice-based bullying and hate crime. These experiences prepare pupils well for life in modern Britain.
- The school’s Islamic ethos ensures a strong focus on the spiritual and moral development of pupils. Through regular prayer and contemplation, pupils develop thoughtful and reflective attitudes. Their social development is fostered through the school’s positive and nurturing environment and emphasis on service to others and to the community. The curriculum provides opportunities for pupils to learn about other faiths and cultures, for example during Interfaith week. Pupils told inspectors how much they have enjoyed such learning and how, as a result, they would like more opportunities to interact with other communities and visit other places of worship.
- The arrangements for safeguarding are effective. Training for staff is thorough and up to date, and has covered a range of safeguarding issues, including female genital mutilation, forced marriage, self-harm, radicalisation and extremism. Leaders have worked with the local Prevent team to ensure that staff are well informed about the potential risks to pupils. Teachers who spoke with inspectors were clear of the steps they would take if they had any concerns about pupils. Scrutiny of safeguarding records showed that appropriate actions had been taken where leaders did have concerns about pupils.
- Leaders have created a culture of openly discussing concerns. They have ensured that staff teach pupils explicitly about such issues in their citizenship and personal, social and health education sessions. Pupils are entirely comfortable in asking questions and seeking advice from their teachers because they know their concerns will be taken seriously.
- **The governance of the school**
 - The directors of the school share leaders’ passion and determination to provide a first-class education for young women in the local community. They see this as fundamental to improving the lives of young British Muslim women.
 - The directors are aware of their responsibility to ensure that British values are promoted and of their duties to actively prevent radicalisation. They have ensured that staff training has focused on safeguarding issues and have provided opportunities for parents to learn about this aspect of the school’s work through information evenings.
 - The directors have worked with leaders to ensure that pupils could move into the long-anticipated new building in September. However, they were not able to ensure that the premises would meet all the independent school standards.
 - The directors do not hold leaders stringently to account for the performance of the school. They accept too readily what leaders tell them and do not have first-hand information about the quality of teaching or how well the pupils are doing.

Quality of teaching, learning and assessment is good

- Teachers are passionate about their subjects and enthusiastic in their delivery. They successfully impart to their pupils a love of learning and the value of a good education. As a result, pupils are motivated and keen to succeed.
- Lessons are typically well organised and get off to a good start with pupils often undertaking du’a before they settle to work. This ensures a calm, attentive and reflective approach to learning with very few lapses in pupils’ concentration.
- Teachers have good subject knowledge. Their clear explanations ensure that pupils learn well and they use questioning effectively to check pupils’ understanding. As a result, any misunderstandings are quickly picked up and pupils make strong progress in a range of subjects.
- Teachers have high expectations of what each pupil can achieve. They do not accept work that does not represent pupils’ best efforts, and their business-like, efficient approach sets the tone for the positive attitudes they expect from pupils. In response, pupils take great pride in the quality and presentation of their work, knowing that there is no room for second best.
- Pupils take a keen interest in their learning. They confidently use a range of resources such as dictionaries to check spellings and further their knowledge. Pupils ask insightful and interesting questions to deepen their understanding. For example, in a Year 11 history lesson, pupils worked together

enthusiastically to discuss the reliability of different sources.

- Pupils' command of spoken and written English is good because teachers correct their errors and encourage pupils to express themselves precisely. Teachers make explicit links between Urdu and Arabic and English, and this helps pupils to gain a good understanding of the rules of grammar and syntax. As a result, they have good control of language and learn to spot and correct their own errors.
- Teachers provide useful and precise guidance that helps pupils to improve their work. They use information from assessments to set short-term targets for pupils to work on, and the pupils say how this helps them to know how well they are doing and to make good progress. For example, pupils in Year 5 confidently told the inspector what their individual targets were, and went on to explain the rules governing the use of capital letters.
- Homework builds well on what pupils learn in class. A minority of parents who responded to Parent View (Ofsted's online questionnaire) expressed the view that homework is excessive; evidence gathered by inspectors did not support this view.
- Teachers make the most of opportunities to promote pupils' spiritual, moral, social and cultural understanding in class. For example, in a science lesson, pupils were fascinated by the teacher's explanations of the movement of the earth and asked questions that showed their sense of awe and wonder.
- In some lessons, pupils undertake the same work and teachers do not ensure that the least able and the very few who have special educational needs have strategies in place to help them learn effectively. While this does not affect the progress that these pupils make overall, it means that in some lessons their progress can slow down.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. There are too few opportunities for pupils to learn about the range of careers and paths open to them, and they do not receive the impartial advice and guidance to help them make informed decisions about their future. Pupils who spoke with inspectors have high ambitions for their future; however, they do not always know how to realise these ambitions.
- Pupils are taught how to take responsibility for their own and each other's safety, for example through regular sessions on e-safety. Leaders have taken steps to ensure that parents are equally well informed about the risks of going online and how to keep their children safe when using the internet at home.
- Pupils take a leading part in improving knowledge and understanding about a range of safety issues. They have no hesitation in taking their suggestions to school leaders, because they know these will be listened to and taken seriously. For example, pupils told school leaders that knowledge of issues such as self-harm was poor in the local community. In response, leaders organised an information session for parents.
- Pupils feel safe in the school and speak well of the work teachers do to foster their personal development. The vast majority of parents who responded to Parent View echoed this view. As one said, 'My daughter is happy and secure and my mind is at rest. I am positive about her future.'
- Pupils' self-possession and strong moral code prepare them well for the challenges of life in modern Britain. Pupils have a keen understanding of the importance of good character. Older pupils in particular exemplify the values that are at the heart of the school. In an assembly led by Year 11 pupils, they confidently explained and illustrated to younger pupils the importance of applying these values in everyday life.
- Pupils are articulate, politically aware and keenly interested in social issues. For example, Year 11 pupils led a citizenship session on the European migration crises. They invited a speaker from the Leicester Sanctuary to speak to other pupils about the difficulties faced by refugees and worked closely with the presenter to develop the presentation. They confidently led an evaluation and reflection session, successfully challenging the views of other pupils in the process. A small group of pupils presented the inspectors with a petition they had devised to encourage the government to accept more refugees.

Behaviour

- The behaviour of pupils is good. Their conduct around the school is impeccable and they are excellent ambassadors for their school.

- Pupils are helped to become confident learners, who seek out answers to their questions, are keen to find things out for themselves and enjoy discussing their learning.
- The school's Islamic ethos underlines the importance of responsibility for others. As one pupil explained, 'as Muslims we are responsible for each other. We would not allow anyone to bully others, so we would intervene before the teachers did.' Pupils have good understanding of different types of bullying and are clear that it would not be tolerated, in any form.
- Pupils' attendance is above the national averages for both primary and secondary schools. Leaders work with parents to underline the importance of good attendance and actively discourage parents from taking holidays in term times.
- Observations of lessons showed that there was little, if any, disruption to lessons. On the very few occasions when pupils' concentration waned, it was because work was not quite at the right level for pupils.
- In the past academic year, there have been no fixed-term exclusions from school. The school's behaviour logs show that incidents of poor behaviour are rare. Any pupils who do experience difficulties are helped to reflect on and improve their behaviour.

Outcomes for pupils are good

- Pupils in both the primary and secondary sections gain knowledge and skills that are at least in line with, and frequently above, age-related expectations. In Key Stages 1 and 2, they show confidence and fluency in reading, writing and numeracy. Although they do not sit SAT tests, their skills in these subjects show a confident grasp of the subjects.
- In 2015, the proportion of pupils who gained five A* to C GCSE grades, including English and mathematics, was well above the national average. In addition, almost half of all pupils gained English baccalaureate qualifications.
- In 2015, pupils achieved highly across a range of subjects. The proportion who gained A* to A grades in English language, English literature and mathematics was well above the national average. Approximately 50% gained A* to A grades in a range of subjects, including history, information and communication technology (ICT), Arabic, Urdu and citizenship. This high attainment represented good progress from different starting points. In 2015, all but a small handful of pupils made the expected progress, with many making more than the expected progress in both English and mathematics.
- Scrutiny of current pupils' work showed that they have maintained consistently strong rates of progress. In Year 6, they develop standards of reading, writing and numeracy that are at least in line with age-related expectations. Their rate of progress is not consistent across all year groups. For example, scrutiny of pupils' achievement information in Year 9 revealed that a small number of the least-able pupils had fallen behind others. However, this gap is made up again by the end of Year 11, when there is no difference between the progress rates of different groups of pupils.
- Leaders have developed a tracking system to monitor pupils' progress, and use this information to identify any pupils who are not making the expected progress. They do not routinely monitor the progress of different groups of pupils, for example those of different heritages. However, inspectors could discern no difference in the achievement of different groups of pupils. At the end of both Key Stages 2 and 4, pupils are overall well prepared for the next stage of their education.
- The vast majority of pupils continue their Alimayah studies in the separate post-16 provision; it is the school's expectation that they will do so. A small number go on to college courses. Pupils following both routes often proceed to university studies. However, pupils are not fully informed of all the options available to them.

School details

Unique reference number	133349
Inspection number	10007696
DfE registration number	856/6015
Type of school	Independent day school
School status	Independent school
Age range of pupils	7–16
Gender of pupils	Girls
Number of pupils on the school roll	160
Number of part-time pupils	0
Proprietor	Jameah Academy Ltd
Chair	Mrs Sajeda Mulla
Headteacher	Mrs Sabiha Patel
Annual fees (day pupils)	Primary £2,100; secondary £2,300
Telephone number	0116 262 7745
Website	www.jgacademy.org.uk
Email address	jameah_girls@btconnect.com
Date of previous inspection	14–17 March 2011

Information about this school

- Jameah Academy is an independent Muslim day school for girls aged seven to 16 years of age.
- The school was registered in 2001 and moved to new premises in September 2015.
- The school operates one mixed-age class for Years 4 and 5 pupils. All other classes are single-age classes.
- There are very few pupils with special educational needs. None has a statement of special educational needs or an education, health and care plan.
- No pupils are in the early stages of acquiring English.
- The school offers the National Curriculum for Key Stages 2 to 4 alongside Islamic studies.
- The school does not make use of alternative provision.
- The school was previously inspected by the Bridge Schools Inspectorate in March 2011.

Information about this inspection

- The inspection was commissioned by the Department for Education.
- Inspectors toured the new building with school leaders in order to check compliance with the independent schools standards.
- Inspectors visited an assembly and 18 parts of lessons. One lesson was visited jointly with the headteacher.
- Meetings were held with the headteacher, the deputy headteacher, one of the directors and a group of teachers.
- Inspectors spoke formally with two groups of pupils and informally with others at break and lunchtimes.
- Inspectors looked at the quality of work in pupils' books and listened to younger pupils reading.
- Thirteen responses to Parent View, Ofsted's online questionnaire, were taken into account, alongside 12 responses to the staff survey.
- Inspectors viewed a range of documentation, including: the school improvement plan and self-evaluation; safeguarding policies and training records; behaviour records; the single central record; curriculum documents and health and safety policies and records.

Inspection team

Deirdre Duignan, lead inspector

Her Majesty's Inspector

Phil Harrison

Her Majesty's Inspector

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