

Jameah Academy

49 Rolleston Street, Leicester LE5 3SD

Inspection dates

25 May 2016

Overall outcome

Independent school standards not met

Context of the inspection

- This inspection was undertaken at the request of the registration authority for independent schools in order to monitor the progress the school has made in implementing its action plan.
- The school was last inspected by Ofsted in October 2015. At this inspection, the school was judged as not meeting some of the independent school standards. Its overall effectiveness was judged to require improvement.
- The proprietor submitted an action plan to remedy those standards the school had failed to meet at the inspection. This was evaluated on 29 January 2016 and was judged to require improvement.
- This was the first monitoring inspection of the school and it was conducted without notice to the school.
- The Department for Education also requested that inspectors check that the school continues to meet the independent school standards as contained in Part 2, on the spiritual, moral, social and cultural development of pupils.
- The inspectors held meetings with the headteacher and deputy headteacher. They toured the premises of the school and visited pupils in classes, who were undergoing internal and external (GCSE) examinations on the day of the inspection. Inspectors met formally with two groups of primary- and secondary-aged pupils. They examined a range of documentation relating to the steps the school has taken in order to meet the failed standards of the last inspection. They also examined safeguarding documents, including the single central register of staff checks and the safeguarding policy.

Main findings

Part 1. Quality of education provided

- The previous inspection found that pupils had insufficient opportunities to experience an aesthetic and creative curriculum. Pupils also had too few opportunities to learn about career pathways, and did not receive any impartial advice and guidance.
- Leaders have taken effective action to ensure that primary- and secondary-aged pupils now have access to a curriculum that enables them to experience an aesthetic and creative education. Pupils in Years 4 to 9 all study art each week, and there is now a dedicated art room and studio for displaying their work. Pupils study a range of art movements, such as abstract art, cubism, expressionism, surrealism and pop art. Pupils also study across a range of forms of artistic expression, including crafts, still life and needlework. Their work and portfolios evidence that they make appropriate progress in gaining knowledge, skills and an appreciation of this subject.
- In addition, pupils experience an aesthetic and creative education through other aspects of the curriculum, such as poetry, creative writing and drama in English, and craft work and role play in history. For example, pupils in the primary phase of the school have created Anglo-Saxon jewellery.
- Pupils in key stage 4 do not have access to art at GCSE level. Leaders are aware that this is limiting the progress that they can make in this subject and they have planned to introduce it from September 2016.
- Leaders have made a concerted effort to begin to address the independent school standards that relate to the provision of impartial careers guidance. Pupils now learn about different career choices through the citizenship scheme of work. Pupils are starting to access impartial careers advice and guidance, for example through an apprenticeship provider and through visiting a national careers convention. Leaders are planning to build links with local colleges, although these are not yet in place.
- However, the outcomes of this work evidence that pupils remain unable to make informed choices and are not yet enabled to fulfil their potential. Pupils lack the self-confidence to apply for academic study in local colleges as they have very few opportunities to engage with other members of local society.

- Whereas pupils achieve highly at GCSE, those who spoke with the inspector were not prepared for the opportunities, responsibilities and experiences of life in British society. They expressed great discomfort at the thought of being educated in a mixed-gender, multicultural setting, and this is directly limiting the career choices they can make. This connects to a number of the outcomes in Part 2 of the independent school standards related to spiritual, moral, social and cultural development that were also found to be not met at this inspection.

Part 2. Spiritual, moral, social and cultural development of pupils

- The majority of the standards for this part remained met at this inspection. Pupils have a deep-felt understanding of British values, such as democracy and individual liberty. They behave very well at all times, and are courteous and welcoming to visitors. They have learned about public institutions and other religions in lessons, and older pupils could describe how the Equalities Act 2010 should protect people from discrimination in this country.
- However, pupils have very few opportunities to engage with people from different cultural backgrounds, other than those in their immediate community. Consequently, they are not enabled to develop their self-esteem and self-confidence in a way that will enable them to fulfil their potential. Pupils have very few opportunities to contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely, and they have too few opportunities to acquire an appreciation of other cultures. These aspects of personal development directly impact on the limited choices pupils make about their career options and on their preparation for the opportunities, responsibilities and experiences of life in British society.

Part 5. Premises of and accommodation at schools

- The previous inspection found that some toilets had no hot water and had no paper towels or toilet rolls. One toilet block had a leak, which had left it in a poor state of repair. The medical room had not been completed and there was insufficient drinking water available for pupils during the day. There was an outdoor area for pupils to play outside or get fresh air. Leaders have acted effectively and all of the previous unmet standards are now met.
- Toilet and washing facilities now all have hot and cold running water. The medical room is fully equipped and has an ensuite toilet for the sole use of sick pupils. All pupils have access to drinking water from coolers on the ground and first floors.
- Leaders have resurfaced the outdoor front yard space with artificial turf. This now affords a pleasant play area that pupils clearly enjoy using during breaktimes. An adequate supply of play equipment has been provided and pupils utilise this equipment, as well as using the benches in the grounds to sit, read and talk sociably with each other. However, at the time of the inspection, the front gate was not secured by a lock in order to prevent any intruders from gaining access. This poses a safeguarding risk. Leaders assured inspectors that this would be rectified immediately following the inspection.

Part 8. Quality of leadership in and management of schools

- The previous inspection found that the standards for leadership and management were not met, as a number of standards relating to the quality of education and premises and accommodation were not met. In addition, leaders did not have an accurate view of the quality of teaching as they did not regularly check on teaching and its impact on pupils' progress.
- Leaders have taken effective action to meet some of the previously unmet standards from the last inspection. However, standards relating to appropriate careers guidance and safeguarding requirements and a number of standards associated with the proprietor's responsibility for providing effective spiritual, moral, social and cultural education are not met. On this account, the standards for the leadership and management of the school are not met.
- The school's safeguarding policy does not meet statutory requirements, as due regard to meeting the requirements of the 'Prevent' duty has not been undertaken. Leaders are working closely with the local authority to revise the school's safeguarding policy to address this. However, they have not undertaken any form of risk assessment. Consequently, staff do not have a sufficient understanding of the range of potential risks affecting children and young people in the area.
- Leaders have introduced a regular programme for monitoring the quality of teaching. They look at teachers' plans and scrutinise pupils' work books. Their feedback to teachers shows that they indicate what is impacting positively on pupils' progress and also what needs to improve. Teachers' performance targets are also now linked to the progress their pupils make. However, leaders have yet to consider the progress of different groups of pupils, such as the most able, in order to build a full picture of how effective teaching is in the school.

Compliance with regulatory requirements

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

- The proprietor must ensure that the curriculum:
 - 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(1), 2(1)(a), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)).
- The proprietor must ensure that the curriculum enables the effective preparation of pupils for the opportunities, responsibilities and experiences of life in modern Britain (paragraphs 2(1), 2(1)(a) and 2(2)(a)(i)).
- The proprietor must ensure that the standard about the spiritual, moral, social and cultural development of pupils at the school is met by actively promoting principles that enable pupils to develop their self-knowledge, self-esteem and self-confidence (paragraphs 5, 5(b) and 5(b)(i)).
- The proprietor must ensure that the standard about the spiritual, social, moral and cultural development of pupils at the school is met by actively promoting principles that encourage pupils 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 (paragraphs 5, 5(b) and 5(b)(iii)).
- The proprietor must ensure that the standard about the spiritual, moral, social and cultural development of pupils at the school is met by actively promoting principles that further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures (paragraphs 5, 5(b) and 5(b)(v)).
- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that these have regard to any guidance issued by the Secretary of State for Education (paragraphs 7, 7(a) and 7(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
 - actively promote the well-being of pupils (paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

Inspection team

Philippa Darley, lead inspector

Her Majesty's Inspector

Jan Connor

Her Majesty's Inspector

Information about this school

- Jameah Academy is an independent Muslim day school for girls aged from seven to 16 years old.
- The school was registered in 2001 and moved to new premises in September 2015. It is registered for up to 200 pupils.
- 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.

School details

Unique reference number	133349
Inspection number	10020346
DfE registration number	856/6015

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	Independent day school
School status	Independent school
Age range of pupils	7–16
Gender of pupils	Girls
Number of pupils on the school roll	168
Number of part-time pupils	0
Proprietor	Jameah Academy Ltd
Chair	Mrs Sajeda Mulla
Headteacher	Mrs Sabiha Patel
Date of previous school inspection	6–8 October 2015
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

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