

Jamiatul Ummah School

56 Bigland Street, Shadwell, London E1 2ND

Inspection date

24 November 2016

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b)(ii)

- At the time of the second monitoring inspection in November 2015, the curriculum policy included clear intentions and statements on preparing pupils for life in modern Britain. However, inspectors found that although leaders had started to audit the library resources, they had not been meticulous in removing unsuitable texts that could lead to the promotion of extremist views. The school's revised action plan proposed a number of measures to remove inappropriate resources, monitor the suitability of texts and fully implement the written curriculum policy.
- This inspection found that senior leaders have completed the audit of the library resources. The governors have acted swiftly and supervised the proposed actions. Leaders have assessed the suitability of texts for the school curriculum, removing and destroying those deemed inappropriate, out of date and/or damaged. Senior leaders have retained at least one third of the books. The books retained support the school's written policy on the curriculum and do not undermine fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Leaders have also worked closely with their independent school improvement partner to ensure that they correctly monitor and address the concerns raised at the inspection.
- As at the previous inspection, the library remains closed and leaders intend to change it into a resource base for pupils. They expect to begin the refurbishment during the next academic year.

Paragraph 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii)

- The inspection in November 2015 identified that books in the library did not reflect the school's ethos of tolerance, diversity and respect for groups outlined under the protected characteristics in the Equality Act 2010. In the school's action plan, leaders indicated that the personal, social and health (PSH) education policy would be reviewed to reflect the school's aims and ethos. The review would take into consideration the groups with protected characteristics.

- The school has implemented the actions to remove inappropriate texts from the library. The school has undertaken a review of the PSH education policy and schemes of work. Teachers have received relevant training on implementing the curriculum policy in relation to promoting fundamental British values. Training for staff has also included developing teachers' awareness of how unsuitable texts can be used unintentionally to promote extremist views that are contrary to British values. The PSH education and citizenship schemes of work show that there is attention to promoting British values across the curriculum. Scrutiny of pupils' work on display, teaching resources and discussions with pupils confirmed that the school now gives due regard to the protected characteristics. Pupils are conversant with the lifestyles of different groups of people and the importance of showing tolerance and respecting personal choices.
- The school acknowledges the importance of teaching pupils explicitly about the protected characteristics, the 'Prevent' duty and other sensitive safeguarding issues such as female genital mutilation. Correspondence between parents and the school confirms that senior leaders have not shied away from tackling these topics. They have skilfully communicated with, and won the trust of parents to cover these topics in the curriculum. As a result, no parent has opted to remove their child from citizenship and/or PSH education lessons when these topics are discussed.
- All of the standards checked in this part are now met.

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

Paragraph 5, 5(b), 5(b)(ii), 5(b)(vi)

- The previous monitoring inspection found that pupils had a mature understanding of British values and could relate to other cultures and beliefs. However, the inspection findings highlighted concerns around the likelihood of pupils being influenced unwittingly should they read inappropriate texts in the library that conflict with British values. The previous inspection report also noted that groups who used the library for open meetings were likely to be exposed to inappropriate texts.
- This inspection found that leaders have carried out the proposed actions. As stated above, leaders audited the library; they removed and destroyed unsuitable books found during and after the inspection in November 2016. The library is no longer in use. School leaders are working closely with a local authority adviser to map out provision for pupils' spiritual, moral, social and cultural development across the curriculum. Scrutiny of the PSH education curriculum, discussions with pupils and the monitoring and evaluation of training confirm that staff are aware of the potential risks pupils could experience if they are exposed to unsuitable reading materials in the school library. Teachers' evaluation of the well-organised course and the development of materials to improve provision for pupils' spiritual, moral, social and cultural development have increased their understanding of developing this aspect of the curriculum.
- All of the standards checked in this part are now met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The second monitoring inspection found that the safeguarding policy was not compliant with requirements; senior leaders had not used the most recent guidance from the Department for Education (DfE) to outline how they would handle allegations against senior members of staff. The school's action plan proposed amendments to the safeguarding policies to ensure that they meet current statutory guidance. The actions outlined include an update of the safeguarding policy in relation to handling any allegations against senior members of staff, providing an update for staff on their responsibilities, making staff aware of the current guidance on safeguarding pupils. Other actions include publishing the safeguarding policy on the website and reviewing all aspects of the school's security policy when visitors or other users enter the premises.
- This inspection found that the proposed actions have taken place and the safeguarding policy meets requirements. The school has also reviewed a number of other policies concerned with keeping pupils safe. Policies on safeguarding pupils are interlinked; they are useful reference documents and instruments for staff to know and understand how to keep pupils safe. The revised safeguarding policy is on the school's website and the school's records confirm that staff have read the policy and the statutory guidance, 'Keeping Children Safe in Education' (September 2016).
- The previous inspection found that the security of the building was not adequate. The senior leaders have now put effective measures in place to check that visitors cannot enter the school unless they have permission to do so. Procedures for checking visitors are now in place and robust. The school gives attention to detail in relation to movements into and out of the premises. On entry to the building, visitors receive a briefing about being in the building and the school's practice now ensures that they are escorted into and out of the building. Site security, including the monitoring of the gates, is much improved.
- Security in general has improved, and pupils confirmed that the attention given to supervision is much improved and they feel safe in the school. Pupils are aware of the checks the school carries out on visitors and they are confident that the screening is good. Increased supervision means that other users of the premises, including those of the adjoining mosque, no longer enter and wander around the school. The development of a prayer centre for females contributes to this improved security; they no longer use the school as a base to say their regular prayers. Consequently, the school premises are reserved solely for pupils during the full school day. The school uses a range of risk assessments to ensure that pupils are not at risk of harm.
- At the time of the previous inspection, the inspection found that the premises were not clean. Following the inspection, senior leaders began an extensive rolling programme of refurbishment of the premises. The first phase of redecorating the premises began on the second floor. The school has removed and replaced the old fire doors with custom-built doors. Additionally, security lights and new blinds have been installed. Improvements in maintenance mean that the condition of the premises and accommodation is now satisfactory.
- The school now employs additional cleaners; classrooms and toilet facilities are no longer unappealing.

Paragraph 11

- At the time of the last inspection, the inspectors found that the health and safety policy did not comply with regulations. The action plan noted that the school would review the health and safety policy and make staff aware of the school's risk assessment policy. The plan also referred to maintaining monitoring records and rectifying and repairing neglected work after carrying out risk assessments across the whole school.
- This inspection found that senior leaders have made the proposed changes, as planned. A review of the health and safety policy incorporates the views of the school council. The policy also outlines leaders' expectations of the role and responsibilities of the health and safety officer, and staff and parents in keeping pupils safe.
- Identified risks have been dealt with; for example, exposed cables are now securely covered in casing. In addition, suitable light fittings, new flooring, blinds and window opening restrictors have been installed. Leaders have carried out a range of risk assessments across the whole premises, which has resulted in the school investing a sizeable portion of its budget to carry out repairs.

Paragraph 12

- The monitoring inspection in November 2015 found that the Regulatory Reform (Fire Safety) Order 2005 was not complied with. The school's action plan indicated that it would create a policy for multi-agency premises and accommodation usage. This policy would provide an outline of the roles and responsibilities of the different users.
- The school has drafted and amended the approved multi-user policy. This provides a clear outline of the specific duties of all named users in relation to fire safety, cleaning, safeguarding and health and safety. As a result, users are in no doubt about what is required of them when they make use of the premises. The policy is appropriately linked to other safeguarding policies.

Paragraphs 16, 16(a), 16(b)

- When the monitoring inspection took place in November 2015, the findings showed that the school did not have a separate risk assessment policy, and the health and safety policy did not provide adequate coverage of risk assessments. As a result, not all of the risks posed by the conditions and use of the premises and accommodation were recognised.
- Senior leaders have put into place a suitable risk assessment policy. This has helped them to identify different areas of the school that need to be risk assessed regularly, whether daily, weekly or at longer intervals such as termly or annually. Senior leaders have been thorough when identifying potential risks. They have introduced effective systems to monitor the premises and accommodation, teaching and learning resources, the well-being of pupils, equipment used, and the care other users are expected to take when they use the premises.
- All of the standards checked in this part are now met.

Part 6. Provision of information

Paragraph 25

- At the time of the last inspection, the premises and accommodation were not kept clean. Other users did not take care of the building, and walls had graffiti.

- Leaders, including the governing body and the proprietor, have increased the number of ancillary staff allocated to keeping the building clean. Phase one of the programme to decorate the premises means that the learning environment is now clean and welcoming. Graffiti is no longer a feature seen in the school. Each user of the premises now has clear responsibility for the maintenance of the much-improved environment. Toilet facilities are clean and well presented, with access to both warm and cold water.
- All of the standards checked in this part are now met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- The previous inspection found the leaders had not dealt with all of the independent school standards identified from earlier inspections. Consequently, some standards were not met. The school's action plan proposed a range of actions to address the unmet independent school standards.
- This inspection found that the school has worked closely with its independent school improvement consultant to tackle the unmet standards. Senior staff and governors have worked on modifying the action plan to ensure that proposed measures were appropriate and would secure improvements. The governors now play a leading role in evaluating and measuring the school's work to equip staff with appropriate skills to meet the standards. They make more demands on senior leaders and do not rely solely on information given to them. Records of governors' monitoring and meetings show that they have a much-improved understanding of what they need to do to meet the requirements of the independent school standards. Senior leaders have also drawn on the expertise of the local authority to ensure that they are taking appropriate action and moving in the right direction when developing policies and plans to promote British values.
- Leaders are now more secure about the requirements of the independent school standards. They have introduced effective systems to monitor and evaluate risks. They now ensure that the independent school standards are met, and pupils are safe and secure in the school.
- All of the standards checked in this part are now met.

Schedule 10 of the Equality Act 2010

- At the last monitoring inspection in November 2015, senior leaders had not amended this section of the plan. The proprietor had not developed a plan to improve accessibility for pupils who have special educational needs and/or disabilities.
- Senior leaders have now put an accessibility plan in place, which covers three years. The plan is in three phases and the first has been rolled out. The school now has an audit of needs in place. Work carried out to alter the building includes a ramp and the installation of a toilet for people who have disabilities. Leaders expect to roll out the rest of the work during the next two years. Records show that the school has successfully made reasonable adjustments to accommodate any pupil who sustained an injury last academic year and was unable to access classrooms on the first floor. Suitable plans are in place should any pupils be in a similar position in the future so that they can take part in most learning activities.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards

- Ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, is drawn up and implemented effectively (paragraphs 2(1), 2(1)(a)).
- Ensure that the written policy on the curriculum does not undermine 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 2(1)(b)(ii)).
- Ensure that the curriculum gives pupils experience in personal, social, health and economic education which reflects the school's aim and ethos; and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraphs 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii)).
- Ensure compliance with the standard about the spiritual, moral, social and cultural development, so that plans are implemented which enable pupils to distinguish right from wrong and to respect the civil and criminal law of England; and encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraphs 5, 5(b), 5(b)(ii), 5(b)(vi)).
- Ensure that the proprietor makes arrangements to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State (paragraphs 7, 7(a), 7(b)).
- 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).
- Ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 12).
- Ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and appropriate action is taken to reduce risks that are identified (paragraphs 16, 16(a), 16(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 25).
- Ensure that those with leadership and management responsibility demonstrate the skills and knowledge appropriate to their role, and fulfil their responsibilities effectively, so that the independent school standards are met consistently; and that they actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)).
- Ensure that appropriate arrangements are made to meet the requirements of schedule 10 of the Equality Act 2010.

School details

Unique reference number	131388
DfE registration number	211/6387
Inspection number	10022672

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 to 16
Gender of pupils	Boys
Gender of pupils in the sixth form	N/A
Number of pupils on the school roll	157
Proprietor	Dawatul Islam UK and Eire
Chair	Shabbir Kawsar
Headteacher	Mr Nojarul Islam
Annual fees (day pupils)	£3,600
Telephone number	0207 7907878
Website	www.jamiatulummah.org.uk
Email address	principal@jamiatulummah.org.uk
Date of previous standard inspection	8–10 October 2014

Information about this school

- This is an Islamic secondary school for boys.
- Since the previous inspection took place in November 2015, the interim headteacher has resigned and a permanent post holder was appointed in February 2016.
- The school uses no alternative providers.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The school's last full inspection took place in October 2014; its overall effectiveness was judged inadequate. At that time, 34 of the independent school standards were not met. The school received its first monitoring inspection in March 2015; seven of the independent school standards were not met. The DfE issued the proprietor with a Notice on 20 May 2015. The school submitted an action plan that outlined how it intended to meet the unmet standards. The action plan was evaluated in July 2015 and the proposed actions were accepted subject to the monitoring inspection, which took place in November 2015.
- The second monitoring inspection in November 2015 was conducted without notice. This inspection found that the school did not meet 11 requirements of the independent standards. The DfE served a second Notice on the school in February 2016. The school submitted its action plan to the DfE in May 2016. The proposed action plan was evaluated and found to require improvement.
- The school was given notice of this present inspection; it was the third monitoring inspection.
- Meetings were held with the principal, two other senior leaders, other staff with responsibilities, and with the chair of the governing body and the independent school improvement partner. The inspector met with members of the school council.
- The inspector toured the school site with the principal and other senior leaders.
- The inspector observed the school's work and looked at a range of documentation. This included the policies provided by the school, and records relating to systems and procedures for safeguarding pupils. An examination of the single central register of checks on staff was undertaken.
- The inspector took into consideration pupils' work on display. The inspector also took account of records of teachers' evaluation of their training on the curriculum and safeguarding matters and the school's plan for pupils who have special educational needs and/or disabilities. The inspector considered the correspondence between the school and parents on teaching pupils about different aspects of safeguarding pupils.

Inspection team

Carmen Rodney, lead inspector

Her Majesty's Inspector

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