

# Jameah Academy

49 Rolleston Street, Leicester, Leicestershire LE5 3SD

## Inspection Dates

31 January 2017

### 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) and 2(2)(a)(i).*

- At the previous monitoring inspection, inspectors found that pupils were not offered opportunities to study art to GCSE level, despite studying the subject at key stage 3. This was having a limiting effect on the progress pupils could make. Pupils expressed a lack of confidence about fitting into a modern multicultural and mixed gender society.
- School leaders have quickly acted upon the weaknesses in this standard. A full GCSE Art course was designed, with associated lesson plans. While no pupil opted for this subject at key stage 4, younger pupils express a keen interest to study this subject at a higher level.
- Art and other creative and aesthetic arts, such as drama, are promoted well throughout the curriculum. Pupils speak enthusiastically about the design competitions, art exhibitions and role plays during history lessons. Pupils have benefited from a qualified art teacher and a dedicated art room.
- Pupils have been provided with more opportunities to share their experiences, including their creative work, with others outside the school in the local community. The girls spoken with were keen and enthusiastic about being involved in community projects and charity fundraising activities. Their confidence has been boosted by the increased number of trips to local areas of interest.
- The standards in this part are now met.

*Paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(i) and 2(2)(iii).*

- At the previous inspection, inspectors found that pupils remained unable to make informed choices about their future in education, employment and training.
- Leaders have made a concerted effort to improve the quality of careers guidance across the school. There is a coherent and well-planned careers programme from Years 7 to 11, which is delivered during citizenship lessons.
- Year 11 pupils have participated in careers workshops, attended a careers fair at the NEC, Birmingham and have available to them one-to-one guidance from external

professionals.

- All pupils spoken within key stage 4 expressed excitement about the prospect of work experience, which has been organised by local careers advisers. This has provided the girls with more opportunities to interact with and work alongside people of different faiths and backgrounds.
- The pupils are far more aware of the careers options available to them than previously. They spoke knowledgeably about the opportunities for apprenticeship pathways. Pupils in key stage 3 and Year 6 described lessons in which they were helped to understand their strengths and aptitudes. One girl said that she had at least four exciting careers she could pursue, including being a professional sportsperson, a chef or a lawyer.
- Pupils are taught how to compile a strong curriculum vitae and write applications to colleges. There is support provided for them every Thursday lunchtime by the assistant headteacher. Almost all pupils in Year 11 have attended local college and sixth form open days, where they interacted with pupils from a wide range of schools.
- All pupils spoken with demonstrated confidence and excitement about the next stage of their education.
- The standards in this part are now met.

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

*Paragraph 5(b), 5(b)(i), 5(b)(iii) and 5(b)(v).*

- At the time of the previous monitoring inspection, inspectors found that there were few opportunities for pupils to engage with pupils from different backgrounds. Pupils were judged to have few opportunities to contribute to the lives of others in the locality.
- Leaders have developed the curriculum to enrich pupils' experience and understanding of the lives of people from the local community. Leaders have also improved the opportunities for pupils to learn about the faiths and cultures of people other than their own.
- During the autumn term, all pupils celebrated 'interfaith week'. Representatives from different religions that make up modern Britain presented the main tenets of their faith. Pupils devised questions to pose to these representatives and thereby gained first-hand knowledge and understanding of the similarities between their faith and that of others.
- Key stage 2 pupils participated in an intergenerational arts project, during which pupils worked with a group of elderly people from the Highfield area to produce an art project. The pupils spoke excitedly about what they produced and what they learned from the visitors. The feedback received from the project organisers praised the pupils' confidence and politeness.
- Pupils participated in a heritage project, where they learned about the history of the local community of Highfield. The project involved them visiting the local area and learning about the transformation of the economy and landscape.
- The Year 11 pupils visited and interviewed prominent members of the local community, as part of their citizenship GCSE controlled assessment. The pupils chose various issues to explore and then made contact with members of the community to request an interview. The activities contribute well to ensuring that the girls are more confident to

work alongside people outside their own community.

- Leaders have developed greater links with local schools. The headteacher is a member of the local headteachers' forum, where opportunities to forge connections are discussed regularly. As a result, Year 7 pupils will participate in a football tournament in April. In addition, an interfaith school sports event is planned for the summer term. Leaders recognise that providing more opportunities for the girls to interact with their peers from different backgrounds is essential to their educational development and preparation for life in modern Britain.
- The standards in this part are now met.

### Part 3. Welfare, health and safety of pupils

*Paragraph 7(a) and 7(b).*

- At the previous monitoring inspection, leaders had not demonstrated that they had understood the local risks in relation to radicalisation and extremism.
- Leaders have improved their work to prevent pupils being drawn into extremism and radicalisation. They have had regular contact with the Leicester 'Prevent' coordinator and the local 'Prevent' team led by the police. Leaders have acted upon the guidance they have received.
- All staff have undertaken 'Channel Awareness' training, to develop their understanding of the causes and consequences of radicalisation and extremism.
- Pupils have participated in a number of awareness-raising activities to improve their knowledge and understanding of the risks. Pupils demonstrate a secure understanding of the issues. They told the inspector that they were very vigilant to the risks of being drawn into extremism while using the internet.
- Leaders have strengthened the quality and quantity of lessons to help pupils use the internet safely. A workshop for parents on this subject was well attended and the feedback was positive.
- The school's internet filtering system is effective and monitored well.
- Pupils regularly engage in democratic practices such as debating. The teachers have helped them to listen to opposing views and respect diverse opinions on a range of controversial topics. In so doing, the school is helping to prevent its pupils from being drawn towards extremist ideology.
- The standards in this part are now met.

### Part 8. Quality of leadership in and management of schools

*Paragraph 34(1), 34(1)(a) and 34(1)(c).*

- Leaders have worked effectively to address the weaknesses identified at the previous monitoring inspection. The activities to improve these areas are appropriately led, monitored and evaluated.
- The new headteacher and the assistant headteacher, who previously led the school, make an effective team. They have a sound understanding of the independent school standards. They have implemented effective plans to ensure that pupils have more contact and interaction with members of the locality. Work to give pupils more opportunities to interact with their peers outside school is ongoing. Pupils' understanding

of other faiths and traditions is respectful and tolerant.

- Leaders have ensured that pupils' well-being is safeguarded well. All members of the school community are fully aware of the threats and risks from radicalisation and extremism.
- The chair of governors has strengthened the role of governance. The governing board has been reconstituted. Additional training and a skills audit have taken place, which have further developed governors' understanding of their roles and responsibilities. Governors demonstrate a secure understanding of independent school standards.

## **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**

- A written policy on the curriculum, supported by appropriate plans and schemes of work, is implemented effectively (paragraph 2(1), 2(1)(a)).
- Pupils have 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 (paragraph 2(2), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)).
- The standard about the spiritual, moral, social and cultural development of pupils at the school is met as proprietors have enabled pupils to develop their self-knowledge, self-esteem and self-confidence (paragraph 5, 5(b) and 5(b)(i)).
- Pupils 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 (paragraph 5, 5(b) and 5(b)(v)).
- Arrangements are made 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 (paragraph 7, 7(a) and 7(b)).
- The standard about the quality of leadership and management is met as the proprietor ensures 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 well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

## School Details

Unique reference number	133349
DfE registration number	856/6015
Inspection number	10026162

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	Independent day school
School status	Independent school
Age range of pupils	7 to 16
Gender of pupils	Girls
Number of pupils on the school roll	170
Number of part-time pupils	0
Proprietor	Jameah Academy Ltd
Chair	Mrs Sajeda Mulla
Headteacher	Ms Erfana Bora
Annual fees (day pupils)	£2,300
Telephone number	0116 262 7745
Website	<a href="http://www.jgacademy.org.uk">www.jgacademy.org.uk</a>
Email address	<a href="mailto:Jameah.girls@jgacademy.co.uk">Jameah.girls@jgacademy.co.uk</a>
Date of previous standard inspection	6–8 October 2015

## Information about this school

- Jameah Academy is an independent day school for girls aged seven to 16 years of age.
- The school was registered in 2001 and moved to a new premises in September 2015.
- Since the last inspection, a new headteacher has been appointed and the previous headteacher has become the assistant headteacher.
- 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.

## 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 received a progress monitoring inspection on 25 May 2016 and its action plan, to address the unmet standards, was evaluated on 10 October 2016. The action plan was judged to require improvement.
- This was the second monitoring inspection of the school and it was conducted without notice.
- The inspector held meetings with the headteacher, the assistant headteacher, the deputy safeguarding leader and six members of staff. Two groups of pupils were interviewed representing pupils from key stages 2, 3 and 4. The inspector also met with the chair of the governing body, who is also the proprietor. A range of school documentation was examined, including the careers, safeguarding and curriculum policies, the governor and senior leadership team minutes and other monitoring records. The inspector took account of the school's surveys of pupil and parental views.

## Inspection team

Zarina Connolly, lead inspector

Her Majesty's Inspector



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](http://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](mailto:enquiries@ofsted.gov.uk).

### Parent View

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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://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, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2017