

Jamia Islamia Birmingham

Fallows Road, Sparkbrook. Birmingham B11 1PL

Inspection dates

11–13 July 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Sixth form provision	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a school that requires improvement

- Not enough pupils consistently achieve good GCSE grades in subjects beyond English, mathematics and science, given the ability of pupils.
- The curriculum requires improvement, as aesthetic and technological experiences are not provided for pupils to study and therefore they cannot achieve in these areas.
- Improvement planning does not address how greater academic challenge is to be tackled in enough detail. Holding the school to account by governors is not rigorous enough.
- Teaching is not consistently good. Pupils have insufficient opportunities to discuss, refine, deepen and extend their knowledge and understanding in lessons.
- Verbal and written feedback and the use of predicted grades in pupils' books does not consistently follow the school policy. Extension work does not challenge the most able pupils sufficiently, as often it is more of the same work.

The school has the following strengths

- The school has made good improvements to its safeguarding procedures and the sixth form provision.
- Pupils achieve well in the core subjects of English, mathematics and science.
- The sixth-form provision successfully enables students to become an Alim (scholar) and follow Islamic studies to greater depth. Increased academic rigour, through more demanding courses, has been successful.
- Pupils' spiritual, moral, social and cultural development is a strength of the school.
- There is an appropriate balance of Islamic studies and national curriculum studies.
- Pupils' behaviour and attitudes to learning are good. They are polite and courteous and sustain their concentration well during the course of a long day.
- Parents and staff express their confidence in the leadership and management of the school. Parents feel there is good communication from staff about the progress of their children.

Compliance with regulatory requirements

- The school must take action to meet the requirements of 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 pupils' outcomes so that more pupils consistently achieve good GCSE examination passes in subjects other than English, mathematics and science, through more effective use of extension work to provide greater challenge for the most able pupils.
- Improve teaching and learning through:
 - enabling pupils to refine and extend their thinking with peers, through more effective questioning and discussion
 - ensuring that the school's policy on teachers' verbal and written feedback to pupils is implemented consistently, so that pupils are more aware of their own learning and how to improve it.
- Improve leadership and management by:
 - improving development planning so that it sets out more clearly how actions are to be carried out to improve teaching, learning and outcomes by the end of key stage 4
 - sharpening the way governors hold leaders to account and evidence this work.

The school must meet the following independent school standards

- The proprietor must ensure full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2(2), 2(2)(a)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively, so that the independent school standards are met consistently (paragraph 34(1), 34(1)(a), 34(1)(b)).

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The headteacher, along with governors, is beginning to bring about a more ambitious culture for pupils to achieve higher levels in academic subjects. However, the school's self-evaluation is too positive. Additionally, improvement planning does not address how the most able pupils in key stage 4 are to achieve good passes in a greater range of examination subjects more consistently.
- There is a suitable balance of Islamic studies and national curriculum subjects. Pupils study Islamic theology in the morning and secular subjects in the afternoon. However, not all the independent school standards are met. Musical and technological experiences are not provided, denying opportunities for pupils to experience and achieve in these areas. The plans for a new building provide an opportunity to enable the school to offer these aspects of the curriculum. Pupils have opportunities to undertake further study or participate in other activities after school. Previously the school has run an after-school music club, but currently this does happen.
- Parents hold the school in high regard. They value the high-quality Islamic instruction their children receive. Similarly, staff have positive views of the school and express confidence in the leadership and management of the school.
- The use of an external consultant has helped to secure improvements in teaching and learning and this is bringing about increased rigour in the checks made on the quality learning, teaching and assessment.
- Arrangements for staff appraisal are effective. The quality of teaching is being improved through lesson observations and feedback from the headteacher, although there are not enough opportunities for staff to observe the good practice of other teachers.
- Leaders have identified and successfully addressed weaker teaching through focused interventions. This is beginning to bring about improvements. Staff benefit from training opportunities to help them improve their knowledge and practice.
- Pupils are provided with impartial careers education guidance from Year 8 onwards. They learn how to construct a curriculum vitae and apply for work experience positions. In Year 10, pupils undertake work-related placements in a range of establishments such as pharmacies or media companies. Pupils maintain a diary of their work experience and they find these opportunities beneficial in preparing them for their next stage of life.
- Pupils are effectively prepared for life in modern Britain. They learn about different religions, cultures and backgrounds. They are able to articulate British values clearly and understand the importance of tolerance, respect and equality for all.
- The school meets requirements on the publication of specified information on its website.

Governance

- Although governors of the school generally have a sound knowledge of the school and its strengths and areas for improvement, they have not ensured that the curriculum meets the requirements of the independent school standards. Governors do not challenge or

hold the school to account rigorously enough and the recording of governors' meetings is sparse.

- Governors have overseen changes to bring about improvements to the teaching of some specific subjects such as religious education.
- Governors have ensured that British values are promoted well and that there is an appropriate balance of Islamic and secular studies. Along with the headteacher, they have instigated improvements to the study programmes in the sixth form.
- Members of the governing body carry out learning walks and have focused on aspects such as the matching of tasks to ability of pupils in lessons. The improvements in the quality of teaching show the positive influence of this work.
- A member of the governing body is appropriately trained in safeguarding and makes sure that the school complies with current government guidance.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding to ensure that pupils are safe and protected. Staff are knowledgeable about all forms of safeguarding and receive regular training to keep themselves up to date, so that they are better able to identify potential concerns.
- The designated safeguarding leaders are appropriately trained at a higher level and retrain every two years. They engage with parents and other agencies as necessary to ensure that pupils are supported and safe. Staff are vigilant to ensure that changes in pupils' behaviour or demeanour can be quickly addressed.
- Appropriate risk assessments are in place for off-site visits and in-school activities.
- The safeguarding policy is comprehensive and reflects the latest guidance. It is available on the school's website for parents to read.

Quality of teaching, learning and assessment

Requires improvement

- There is some good and effective teaching, but it is variable across the school and leaders disseminate best practice inconsistently.
- There are limited opportunities for pupils to discuss, refine and extend their knowledge and understanding in lessons. Teachers' questioning does not develop pupils' deep knowledge of the work they are studying.
- Recently, there has been an increased focus on staff's implementation of the school's assessment and feedback policy. Pupils told inspectors that as a result of this focus they have a clearer idea of what they are learning and how to improve their work. However, the school's policy is not yet consistently applied across all subjects. Extension work, particularly for most-able pupils, does not always challenge them enough. The work is often more of the same task and this does not deepen their learning.
- Pupils read widely and often, both Islamic and secular texts. All pupils have a reading journal and read for pleasure and most are fluent and confident in reading.
- The teaching of Islamic studies is good. Pupils are given careful support to help them

recite and memorise the Koran and develop their understanding of texts. Scholars give effective feedback to pupils, so pupils know what mistakes they have made and how they can rectify them.

- There is good exposition of concepts of the meaning of the text of the Koran. For example, in one lesson the circumstances that may make water impure were explored and pupils' understanding was tested through effective questioning.
- Relationships between staff and pupils are cordial. Staff make good use of encouragement and praise and respect for each other is evident.
- Pupils' positive attitudes to learning have a beneficial impact on their learning. They sustain their concentration well and work hard. Pupils engage well in lessons and are keen to contribute when given the opportunity.
- The teaching of the core subjects of mathematics, English and science is good. In an English lesson, for example, pupils knew how to identify persuasive writing techniques used by an author. The good grades pupils achieve in these areas reflect the effective teaching in these subjects.
- The teaching of literacy and numeracy across the curriculum has improved since the last inspection, with teachers consciously creating more effective cross-curricular links.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The student council, which is elected each year, is an effective body which represents pupils' views and makes suggestions for improvement. For example, they have requested more visits to places of interest and this led to a recent trip to Warwick Castle.
- Pupils say that they feel safe in school and that there is no bullying. They have confidence to confide in staff where necessary.
- Pupils are taught how to keep themselves safe through the curriculum. For example, they know online etiquette about the dangers of sharing personal information and how to minimise potential risks.
- The development of pupils' social, moral, cultural and spiritual development is a strength of the school. Pupils have a strong moral sense. Good social relationships and cultural development is enhanced through effective promotion of British values, which are clearly taught and understood by pupils. There is a good emphasis on respect for people of different faiths and cultures through trips and visits.

Behaviour

- The behaviour of pupils is good. Pupils are courteous and polite. They generally present as confident learners, although in some lessons they are reticent to share and debate their ideas extensively.
- Pupils are well behaved through all aspects of school life and show a great deal of self-discipline in their studies and in their behaviour.
- Parents remark how well behaved pupils are and on staff's high levels of expectations for

pupils' behaviour. Teachers instil in pupils respect for people and different cultures effectively.

- Pupils attend school regularly and they are punctual to school and to lessons.

Outcomes for pupils

Requires improvement

- Not enough pupils, particularly the most able, consistently achieve good GCSE grades in subjects other than English, mathematics and science, given their ability levels. For example, the percentage of pupils achieving at least five GCSEs graded A* to C including English and mathematics rose from 15% in 2014 to 90% in 2015. However, last year it fell to 39%. Pupils' achievement lacks consistency. Pupils underachieved in subjects such as Arabic, Urdu and religious education. Pupils do not have opportunities to study and therefore achieve in subjects such as design technology, food technology or music.
- Pupils achieve well in English, mathematics and science, as they achieve above the national average for A* to C grades in each of these subjects. Work in pupils' books is in line with their capabilities and they generally present their work to a good standard.
- In key stage 3, the current cohort of pupils is on track to make good progress. The introduction of practise test papers has helped pupils to measure their performance and give them confidence that they can achieve well.
- The school measures pupils' progress using a traffic light system and this has helped to identify underperforming pupils more rapidly. Consequently, intervention programmes, such as booster classes for those who need additional help, can be targeted at pupils who begin to fall behind.
- Most pupils read Koranic text confidently and with accuracy and achieve certificates of competency in Islamic studies.
- Pupils' destinations are positive. The vast majority of pupils move on to further education colleges, training and employment or elect to continue their studies at the school. Approximately two thirds of pupils elect to go to colleges or training courses elsewhere.

16 to 19 study programmes

Good

- Greater academic rigor has been introduced to make 16 to 19 study programmes more effective than at the time of the previous inspection. Some students retake GCSE English and mathematics to improve upon their grades. Last year, the majority of students improved their grades in English and mathematics.
- The introduction of a more-demanding information and communication technology course has been beneficial in bringing about a greater level of challenge for students. Effective individual arrangements are made to enable students to follow A-level courses such as physics and chemistry or to attend evening courses at colleges to study accountancy.
- Students often decide to attend the sixth-form provision so that they can undertake deeper learning in Islamic studies. They develop an increased understanding through effective exegesis and interpretation of Koranic text. Some students progress on to become scholars or teachers of the Koran.
- The retention rate of students is strong. Students are determined learners, showing high

levels of motivation to achieve their ambitions in furthering their education. Their behaviour is outstanding and they act as good role models for pupils in the rest of the school.

- The sixth form is led and managed effectively and the headteacher has brought about good improvements to this provision. Teaching is good and provides students with a good level of challenge.
- Students receive impartial careers education guidance so they can make informed choices. Suitable work-related placements are provided for students to prepare them effectively for their next stage of life. Students who leave the sixth form move on to a variety of destinations. Some students progress on to university to study subjects such as law or information technology.

School details

Unique reference number	134571
DfE registration number	330/6106
Inspection number	10033569

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
School category	Independent school
Age range of pupils	11 to 19
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	102
Of which, number on roll in sixth form	26
Number of part-time pupils	0
Proprietor	Jamia Islamia (Birmingham)Trust Ltd
Chair	Muhammad Rezaul Haque
Headteacher	Haroon Hussain
Annual fees (day pupils)	£1,800
Telephone number	0121 772 6400
Website	www.jamiaislamiabirmingham.com
Email address	jamiabham@hotmail.co.uk
Date of previous inspection	5–7 May 2015

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. All pupils are from minority ethnic backgrounds. The largest ethnic group is Bangladeshi. No pupils speak English as an additional language.
- There are no pupils with disabilities or who have a statement of special educational needs

or education, health and care plan. No pupils are children looked after.

- No pupils attend off-site provision.
- The last standard inspection of the school took place in May 2015, when its overall effectiveness was judged to be inadequate and a number of the independent school standards were not met.
- An unannounced visit took place in December 2015. This visit found that all the independent school standards were met and substantial improvements had been made through the input of an interim headteacher.
- The current headteacher took up his post in April 2016. At the time of the inspection, Year 11 pupils had left the school, following examinations.

Information about this inspection

- The inspection took place with one day's notice.
- The inspectors observed 12 parts of lessons.
- Pupils' work, staff surveys, annual reports and other records were scrutinised.
- The school's documentation was examined, including planning for subjects, records of pupils' progress and the welfare and safeguarding of pupils. The inspectors checked the school's compliance with the standards for independent schools.
- The views of pupils were sought through a meeting with members of the school council.
- There were insufficient responses to the Ofsted online questionnaire, Parent View, to take these into consideration, but inspectors met with a group of six parents.

Inspection team

Frank Price, lead inspector

Ofsted Inspector

Mary Maybank

Ofsted 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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: 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 children looked after, 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/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
W: www.gov.uk/ofsted

© Crown copyright 2017