

Jaamiatul Imaam Muhammad Zakaria

Thornton View Road, Clayton, Bradford, West Yorkshire BD14 6JX

Inspection dates

26–28 June 2018

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher, ably supported by other senior leaders, ensures that the school improves in a systematic fashion and that all of the independent school standards are met. Consequently, the curriculum is broadening, pupils make good progress as a result of good teaching and pupils' personal development is excellent.
- Teachers plan lessons which generally meet pupils' needs. Opportunities for pupils to investigate, discuss ideas and in practical work engage them with their learning effectively.
- The recently introduced assessment and recording system provides regular pupil progress information for teachers and leaders. However, some of this information is not well matched to the progress found in pupils' books.
- The sixth-form provision is good. Consequently, students make good progress overall, particularly in Islamic studies. Leaders have widened curriculum opportunities. However, progress in some recently introduced subjects, such as A-level English and biology, is not as strong.
- Pupils' personal development is a strength of the school. The curriculum, combined with guidance from teachers, tutors and independent listeners, ensures that pupils' physical and emotional well-being needs are well nurtured. Pupils, parents and carers are unanimous in their praise for this aspect of the school.
- Pupils' behaviour in lessons and at other times of the day is exemplary. Pupils are courteous and well mannered and cooperate well with staff and their peers.
- Trustees are ambitious to provide the best education and care for pupils. They strive to ensure that the classrooms are modern and create a high-quality learning environment.
- Leaders' self-evaluation and school improvement plans identify relevant priorities and have clear actions for the continuous improvement of the school. However, sometimes the self-evaluation judgements are overly positive and need to take more consideration of pupils' outcomes. Approaches to checking the effect of actions in the plans are not precise enough.

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.

Full report

What does the school need to do to improve further?

- Sharpen the monitoring of school improvement actions by:
 - making clear how leaders will check the effect of the actions in the school development plan
 - developing further the skills of senior leaders completing school self-evaluation so that they take account of the range of information available, particularly pupils' outcomes.
- Ensure consistency in the use of the recently introduced assessment approaches so that teachers and leaders have a more accurate view of pupils' progress and can refine their planning further to meet pupils' needs.
- Improving students' progress further in the sixth form so that more students achieve the higher grades in A-level qualifications.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and managers have a thorough understanding of the independent school standards. They make effective use of external consultant advice to support their evaluations. Consequently, leaders have ensured that all the independent school standards are met.
- The headteacher is well supported by senior leaders and trustees and has identified appropriate priorities for developing the school. This has ensured continuing improvements in the quality of teaching, and a widening of the curriculum offer, including in the sixth-form provision. This has been achieved while further enhancing pupils' personal and social development, which is a significant school strength. Parents who made their views known were overwhelmingly positive about the school's provision. Many mentioned how leaders and staff raise pupils' aspirations, nurture and develop pupils' personal and social skills, and help pupils to achieve academically.
- Systems for the appraisal of teachers' performance have been improved. The introduction of external views from consultants has provided leaders with a more objective view of the strengths of teaching. There has been a relatively high turnover of teaching staff. To address this, leaders have established effective staff induction approaches and regular professional development. This ensures that teachers new to the school quickly understand the school's approaches to teaching and assessment.
- The school has a well-planned curriculum which provides effective learning through Islamic studies and a range of national curriculum subjects. This curriculum enables pupils to make at least good progress from their starting points. Pupils are enthusiastic about the range of clubs available. Entry into competitive sporting activities with other schools ensures that pupils interact with others beyond their peers in school. Pupils were particularly proud of their success in a local cricket competition.
- Pupils are well prepared for life in British society and the spiritual, moral, social and cultural development of pupils is a major strength of the school. The school curriculum and guidance from teachers and tutors nurture in the pupils a respect for other people from all backgrounds. Fund raising for national charities demonstrates how pupils are active citizens, contributing to the lives of others. Pupils have a clear understanding of democracy. For example, the school council has proposed a number of improvements to school leaders, who have responded positively to pupils' well-thought-through requests.
- An external consultant, along with a wide range of visitors and practical work experience, provide pupils with clear independent advice and guidance for education and career routes. Leaders' analysis shows that pupils' destinations are widening, with an increasing proportion of pupils going to university when they leave school.
- Leaders' self-evaluation, which is supported by external consultant advice, accurately identifies relevant priorities. However, leaders have been overly positive in relation to their overall judgements, and they have not taken enough account of all the available pupil progress information, including the evidence in pupils' workbooks.
- Similarly, the school development plan is targeted at improving provision and pupils' outcomes. However, the roles of leaders to check for improvement, and timescales to

check the effect of actions, are not sharp enough.

- Since the last inspection, the school has changed its age range to 11 to 23 years.

Governance

- Trustees are ambitious to ensure that the school supports pupils to achieve well, in a caring, friendly learning environment. Their determined approach has ensured that pupils are taught in high-quality classrooms which are well resourced. Trustees continue to strive to improve the quality of classrooms, and during the inspection, there was ongoing work to develop classrooms further, including some of the science laboratories.
- Trustees have sought external guidance by commissioning consultants to provide them with reports on a range of areas for school improvement. They have responded promptly and effectively to these reports, for example in relation to safeguarding, and health and safety.
- While there is some evidence of trustees challenging the view of leaders and consultants, this is occasionally not focused enough in relation to pupils' outcomes, including sixth-form students' outcomes.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong safeguarding culture across the school. The leadership team has ensured that all safeguarding arrangements are fit for purpose. They carry out relevant checks for all staff, governors and volunteers. Staff and trustees receive regular and appropriate training, so they know how to keep pupils safe, including training about how to protect pupils from radicalisation and extremism. Similarly, visitors into school provide pupils with detailed safeguarding advice. Consequently, staff and governors understand the safeguarding procedures and their own responsibilities. Leaders and staff work effectively with parents and other agencies.
- There is careful monitoring of the school grounds and classrooms to ensure that the site is secure. Appropriate policies are in place for the storage of the information provided from this monitoring.
- The school has a safeguarding policy which is reviewed regularly to ensure that it meets current government requirements. The school does not have a website, but the policy is available to parents on request. Therefore, the school meets the independent school standards paragraphs 32(1), 32(1)(c) and 7–7(b).

Quality of teaching, learning and assessment

Good

- Relationships in lessons are very positive. Pupils listen carefully to teachers and their peers. Pupils apply themselves well to the task in hand. As a result, pupils make good progress in the vast majority of subjects.
- Teachers actively involve pupils with their learning, including through the use of practical and investigative approaches. Cooperation in groups, in subjects such as English, history and science, helps pupils to express their ideas and to deepen their learning.

- Generally, most teachers make effective use of questioning to check pupils' learning and to identify any misconceptions. Feedback to pupils and reshaping the teaching in lessons help pupils to improve their understanding.
- Vocabulary enrichment is helping pupils' comprehension skills in English. However, sometimes, lower attaining pupils do not receive enough support with their spelling of important vocabulary in mathematics and science. This can result in weak spelling of important scientific and mathematical vocabulary.
- Teachers provide opportunities for pupils to apply their mathematical skills through problem-solving questions. However, the use of reasoning skills in mathematics is less evident.
- The recently developed assessment approaches and systems for recording pupils' progress are beginning to provide teachers and leaders with regular information about how well pupils achieve. However, the work in pupils' books does not fully support some of the information in the pupils' assessment records.
- Teachers plan lessons which are in the main well matched to pupils' needs. However, occasionally, pupils are covering work in which they have previously demonstrated learning. The information from pupils' previous schools and the school's own assessments is sometimes not used effectively enough.
- Homework is set regularly and builds on, or reinforces, work covered in lessons effectively. Pupils are confident that there is support available from teachers or tutors whenever they find homework too difficult.
- Comprehensive written reports twice a year ensure that parents are well informed about pupils' academic progress and attitudes to learning.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are confident in lessons and can explain their learning with self-assurance. They know what the next steps to develop their work are, and strive to improve. Pupils work cooperatively in groups to share their ideas. They present their ideas to larger audiences, for example in assemblies, with maturity and composure.
- Pupils' physical and emotional well-being needs are well met. Leaders and staff make very effective use of a range of strategies to support pupils' emotional needs. For example, independent listeners provide guidance for pupils who have anxieties or concerns. Pupils are positive about the support available from their teachers and tutors. Pupils' physical well-being is well catered for through the personal, social, health, citizenship and economic (PSHCE) education curriculum. This gives pupils appropriate age-related guidance on how to live a healthy lifestyle.
- Pupils have a thorough understanding of bullying, including cyber bullying. They report that incidents are rare at the school and are confident that staff will help them to resolve any concerns. While pupils do not have access to digital devices unsupervised in school, the curriculum provides them with guidance on how to stay safe online when they are

outside school.

- Pupils have a clear understanding of people from a variety of different backgrounds. Information provided through lessons, assemblies and visitors into school helps them to have a well-developed understanding of life in modern Britain and how to be actively engaged citizens.
- Consideration of the needs of others is a central aspect of the school. Pupils actively raise funds for a number of different charities.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' behaviour is exemplary in lessons and at other times throughout the day. Relationships between pupils and their peers and between pupils and staff are very positive.
- The well-structured behaviour policy, with a balance of rewards and sanctions, is consistently applied by staff and adhered to by pupils. On the limited occasions where pupils' behaviour does not meet the school's high expectations, these are recorded carefully, and actions taken to support pupils to quickly improve their behaviour. Consequently, the atmosphere around school is calm, friendly and purposeful. Pupils' views were very positive about behaviour in school and the support and nurture provided by staff.
- Levels of attendance have improved over the last three years and are consistently higher than national averages. Pupils arrive at lessons punctually.

Outcomes for pupils

Good

- Since the previous inspection, leaders have introduced pupil assessments at the start of Year 7. This helps leaders to identify pupils' starting points more readily. Pupils' attainment at the end of key stage 2 in the primary school, where available, is also used to establish pupils' attainment as they enter school. This information shows that pupils typically start school with attainment similar to national averages and sometimes above. From these starting points, pupils, in the main, make good progress.
- The school records of current pupils' progress across the school in a range of subjects show that pupils are making very strong progress. Inspectors' reviews of pupils' progress over this year in their workbooks, completed with senior leaders, found that in the main, pupils make good progress over time.
- By the end of key stage 4, pupils make good progress and their attainment compares well to national averages. Leaders' analysis of the 2017 Year 11 pupils' attainment shows that this compares well to national averages in most subjects, except for English literature and history. The school has taken steps to improve outcomes in these subjects. However, it is too early to discern whether these actions will result in improved results in these subjects this year. In 2017, the school's key stage 4 mathematics results were slightly above the national average.
- Pupils make at least good progress in Islamic studies, as a result of the knowledgeable and dedicated teaching time provided to this aspect. The vast majority of pupils continue

their studies into the school's post-16 provision.

- Over the last two years, leaders have widened the curriculum offer in the post-16 provision. Consequently, more pupils are following A-level programmes. In 2017, the school's overall progress scores were slightly below those found nationally. Although all pupils studying English language, Urdu and Arabic achieved an A to E grade, this was not the case in biology. Furthermore, the proportions of pupils achieving the higher A* to B grades in English language and biology programmes were relatively low.

Sixth form provision

Good

- Students benefit from following a range of work experience and work-related learning. This includes programmes such as the health and social care programme, online learning courses, cookery and needlework. Opportunities for work experience are provided in-house, through a variety of roles in school.
- Students who have not achieved at least a grade 4 or 5 (formerly grade C) in GCSE mathematics or English before entering the sixth form continue to study these subjects. Generally, students make good progress when re-sitting mathematics GCSE, but their results are not as strong in English.
- The retention rates of pupils from Year 11 into post-16 provision are high and most pupils continue their studies into the school's sixth-form provision. Once in the sixth form, the vast majority stay in the school until they have completed their studies at the end of Year 13. Some students continue in school post-18 until they have completed their Islamic studies programme. High levels of retention are influenced by the high levels of satisfaction, from both pupils and parents, with the school's provision.
- Leaders focus effectively on ensuring that the quality of teaching remains good and that students progress well. They check regularly through a range of approaches to ensure that students make good progress overall. The introduction of a wider range of A-level subjects has provided students with increased curriculum choices.
- The quality of teaching is good, and this results in students making overall good progress, with strong progress in Islamic studies. However, students' progress and their attainment, particularly of the higher grades, are not as strong in recently introduced subjects, such as English language and biology A levels. Leaders are aware of this and are taking steps to improve students' progress across these subjects.
- As in the other phases of the school, the systems for regular assessments and recording of students' progress are relatively new. Leaders' measures of progress from students' starting points where they have left Year 11 are sometimes overly positive and expectations for outcomes for some of the most able students are occasionally too low.
- Students' personal development, behaviour and welfare, as in other parts of the school, are exceptional. Students take responsible roles in school, including guiding and supporting younger pupils. Students' attendance levels are high and they arrive punctually to lessons. Students and their parents were very positive about this aspect of the school, often describing the school as their 'second family'.
- Students receive relevant careers advice and guidance from an independent consultant. A range of visitors provides students with an understanding of a range of career routes, including apprenticeships and university. The school library has a small, up-to-date

section with advice on careers and education. Consequently, students are well informed about their next steps at the end of key stage 4 and sixth form.

- Leaders track students' post-18 destinations methodically. Approximately one third of students move to university or further education colleges, and the remainder move into employment or voluntary work.

School details

Unique reference number	107460
DfE registration number	380/6109
Inspection number	10046961

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	Other independent school
School category	Independent boarding school
Age range of pupils	11 to 23
Gender of pupils	Girls
Gender of pupils in the sixth form	Girls
Number of pupils on the school roll	467
Of which, number on roll in sixth form	108
Number of part-time pupils	0
Proprietor	Board of trustees
Chair	Mr Shokat Ali Dadhiwala
Headteacher	Mrs Zebunnisa Hajee
Annual fees	£2,750
Telephone number	01274 882007
Website	Not applicable
Email address	Not applicable
Date of previous inspection	19 May 2015

Information about this school

- Jaamiatul Imaam Muhammad Zakaria School is an independent Muslim school for girls. All pupils attend the school full time.
- The school opened in 1992 and is situated in the Clayton area of Bradford. The majority of pupils are British Muslims of South Asian origin.
- Since the last inspection, the age range of pupils has been extended to between 11 and

23 years.

- The school has an extensive site with several buildings. The main teaching block is purpose built and has high-quality teaching resources, classrooms and a large hall space. Currently, a second teaching block is under development. This has required some temporary arrangements for classrooms, such as science laboratories.
- There are no pupils who have special educational needs (SEN) and/or disabilities, or any who are at the early stage of learning English as an additional language.
- The school uses no alternative education provision.
- The school has provision for boarders. Inspection of the boarding provision was subject to a separate report.
- The school was last inspected in May 2015. This previous inspection was an integrated inspection of care and education.

Information about this inspection

- The inspectors observed learning in 20 lessons and part lessons. The head of boarding and head of school joined inspectors for a number of the observations of lessons.
- Inspectors observed pupils' behaviour in lessons and at other times throughout the day. They reviewed the school's promotion of pupils' spiritual, moral, social and cultural development.
- The inspectors held meetings with the headteacher, the head of boarding, the head of school and the head of the madrasa. The lead inspector met with the chair of the board of trustees. He also met with three external consultants who provide the school with support and guidance about school self-evaluation, health and safety, and independent careers advice for pupils.
- Three groups of pupils and students, representative of key stage 3, key stage 4 and the sixth form, discussed their opinions about the school and their learning with inspectors.
- Inspectors took account of the 61 responses to Ofsted's online survey, Parent View, and considered the 36 responses to Ofsted's staff questionnaire. The lead inspector met with two parents who asked to share their views about the school.
- The inspectors observed the school's work and looked at a number of documents that are required to meet the independent school standards, including minutes from meetings of the board of trustees, information about pupils' achievement, the school's evaluation of its own performance and its development plans. Reviews were made of behaviour and attendance records and information relating to safeguarding. The inspectors scrutinised pupils' work in their books.
- The lead inspector toured the school to check that the building met the requirements of the relevant independent school standards.

Inspection team

Michael Reeves, lead inspector	Her Majesty's Inspector
Fiona Dixon	Ofsted Inspector
Stuart Cleary	Ofsted Inspector

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