

Jameah Boys Academy

33 Wood Hill, Leicester LE5 3SQ

Inspection dates

5–7 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The headteacher ensures that the school's values contribute effectively to pupils' character and personal development.
- The good-quality teaching and learning enable pupils to make good progress from their various starting points. Teachers work well as a team. They have sound understanding of how pupils learn, and they assess pupils' progress effectively.
- Pupils experience a broad curriculum which provides them with experiences in all the required areas of learning. In the short time since the school opened, sound foundations have been laid for future examination courses.
- Senior leaders and staff work effectively with their colleagues in the girls' school. This has a positive impact on plans for further improvements in teaching and learning.
- Arrangements to ensure the safety and well-being of pupils are effective. Pupils have a good understanding of risks to which they might be exposed, for example online or out of school.
- Governors and senior leaders have established suitable policies and procedures. They meet regularly to ensure a common understanding of the school's strengths and areas for further development.
- Governors are aware of the need to extend senior leadership roles to strengthen whole-school development and improvement.
- All those parents and carers who completed the inspection questionnaire state that they would recommend this school to others.
- Good behaviour in lessons and positive attitudes to learning are based on respect for staff and a desire to succeed.
- A minority of pupils identify incidents of unacceptable behaviour and bullying. Senior leaders take appropriate action to resolve individual concerns and parents are fully consulted and involved.
- The proprietor, governors and senior leaders have ensured that all the independent school standards are met.

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?

- Consolidate and extend arrangements for:
 - evaluation and continuous improvement of teaching and its impact on pupils' outcomes
 - governance, including oversight of staff performance and further training.
- Further strengthen arrangements to eliminate incidents of unacceptable behaviour and bullying.

Inspection judgements

Effectiveness of leadership and management

Good

- The proprietor and headteacher have a good understanding of the independent school standards and have ensured that these are all met.
- The school's values underpin leaders' commitment to the personal development of pupils, and their preparation for future careers and responsibilities.
- The headteacher and governors lead by example, providing strong support for staff development and successful teaching. Senior leaders have quickly established high expectations for pupils' achievement and personal development. Staff demonstrate excellent teamwork and mutual support.
- The governors support effective working arrangements with the well-established girls' academy. Plans for further support with the development of the curriculum, teaching and learning are at an early stage of implementation. The school is making good progress with the implementation of its growth plan, including extension of the age range to incorporate future key stage 4 courses and examinations.
- The school provides a broad curriculum, which combines Islamic studies with a range of subjects across each area of learning. The structure and content of courses at key stages 2 and 3 provide a secure basis for extension of pupils' achievement up to GCSE requirements. Pupils at key stage 3 begin to consider their aspirations for the future. This is part of a structured careers education programme, which will support pupils with the transition from school to further education and employment at the end of key stage 4.
- Leaders and staff ensure an appropriate balance between pupils' academic learning and their personal development. The school's commitment to the development of character is expressed through effective arrangements for pupils' spiritual, moral, social and cultural development.
- The school promotes diversity and equality effectively. Pupils are taught to respect the diversity of cultures, beliefs and personal values in British society, and to contribute actively to charitable events in support of a variety of worthy causes.
- The headteacher is aware of some incidents of unacceptable behaviour in a small number of lessons. Some pupils recognise that these incidents can distract from effective learning and result in bullying of individual pupils. Senior leaders have taken appropriate steps to address the misbehaviour and its impact on other pupils and their learning, including appropriate cooperation with parents and carers to address concerns. Similarly, they implement suitable plans to support staff with the management of behaviour.

Governance

- The governors have worked effectively with the headteacher to establish suitable arrangements for monitoring and evaluating the quality of all aspects of the school's life. The chair of the governing body makes an excellent contribution, for example, to the evaluation of classroom practice based on extensive experience and appropriate expertise.
- The governors have established suitable arrangements for meeting and reporting,

informed appropriately by regular reports from the headteacher. They ensure that the recently appointed headteacher receives valuable support and guidance in the development of his leadership role.

- The governors have a good knowledge of the school's strengths and plans for further development. However, some leadership and management roles among the staff are underdeveloped.
- The minutes of governing body meetings demonstrate effective questioning and discussion which provide a suitable level of challenge to promote further improvement continuously.
- The governors and headteacher demonstrate the capacity to lead successfully the planned future development of the school.

Safeguarding

- The arrangements for safeguarding are effective.
- Senior leaders have produced a suitable policy for the safeguarding of pupils which has regard to the latest government guidance and the requirements of the Local Safeguarding Children Board. The safeguarding policy is provided to parents on request.
- The headteacher and one additional member of staff are trained to the required standard to fulfil the role of designated safeguarding lead persons. All staff have received appropriate training in various aspects of safeguarding. Staff training is regularly updated.
- Senior leaders are aware of any pupils who may be at risk and have suitable arrangements for reporting to and working with external agencies.
- Pupils are appropriately taught through the curriculum about how to manage risks, including substance abuse, online abuse and radicalisation. Pupils, in their responses to the inspection questionnaire, state that they feel safe in school.

Quality of teaching, learning and assessment

Good

- Pupils enjoy learning and they learn to take increasing responsibility for working independently. As a result of teachers' effective planning, pupils develop their knowledge and understanding, building effectively on what they have learned previously.
- Pupils are encouraged to seek a detailed understanding of the texts they read in class and to be able to justify their opinions about what they have read. Pupils in Year 8 English, for example, were able to identify and discuss the features of written reviews, which presented opposing positive and negative views.
- Teachers use oral questioning effectively throughout many lessons. They encourage pupils to think carefully and to justify their answers. For example, pupils in Year 7 science can identify and explain the properties of different metals. They are encouraged to evaluate the answers of others and to challenge any misconceptions.
- Pupils learn to persevere when working on challenging tasks. For example, Year 7 pupils demonstrated success when simplifying equations with brackets. They supported each other and responded positively when challenged by the teacher to recalculate some of

their answers.

- There are occasions when staff miss opportunities to generate an extended discussion, bringing together a variety of viewpoints. They do not always use questions effectively enough to deepen pupils' understanding.
- Pupils' overall good behaviour supports effective learning. Pupils maintain their concentration on their work without distraction. Little time is wasted and pupils use time effectively to develop and embed their skills. A minority of pupils reported that there are occasions of distracting behaviour which interfere with their ability to sustain concentration.
- Teachers intervene effectively to help pupils overcome misunderstandings or to provide alternative ideas to stimulate their thinking. Pupils in Years 5 and 6, for example, worked on parallel activities converting metric units and adding fractions. The teacher was aware of any uncertainties and provided additional ideas to address misunderstandings. Pupils also provided perceptive strategies to assist their classmates.
- Teachers mostly manage mixed-age classes effectively. Occasionally, staff are not sufficiently aware of individuals requiring immediate help due to the pressure of maintaining the momentum of learning on two parallel sets of tasks.
- Pupils enjoy the challenge of seeking answers for themselves and weighing up evidence to reach conclusions. This was illustrated well in a Year 8 history lesson, during which pupils were challenged to investigate whether the gunpowder plotters had been framed.
- Pupils also enjoy the opportunity to work creatively, for example designing hats in response to learning in art about the work of the designer Coco Chanel.
- Teachers place an appropriate emphasis on the development of literacy and numeracy skills across a variety of subjects. Teachers ensure that pupils understand the rules and vocabulary of correct grammar in their writing, and this is evident in the development of writing among younger pupils.
- Staff have implemented appropriate arrangements for assessing pupils' starting points on entry to the school. All staff monitor pupils' progress through conversations in lessons and the review of pupils' work. The school's policy of using regular formal assessments at agreed points in the year enables staff to identify the extent of pupils' progress and to plan effectively for the next stages in their learning.
- Parents receive appropriate information about the progress of their children through parents' evenings. Parents appreciate the opportunity for face-to-face meetings with staff, alongside their children, when they can understand the details of the curriculum and what pupils are learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The Islamic ethos of the school underpins expectations about respect and consideration for others, both within and beyond the school.
- Pupils develop confidence in their ability to learn effectively. They trust and respect their

teachers and recognise how they are helped to learn.

- Pupils are proud of their school, and of their appearance. Lessons start promptly with a minimum of fuss.
- Pupils develop positive attitudes to learning and they state that they enjoy the challenge in their work. Their positive approach and readiness to learn have a helpful impact on their achievements.
- Pupils demonstrate a growing awareness of diversity in the wider community. They speak respectfully about alternative cultures and beliefs. They also respond positively to opportunities to contribute to charitable causes, such as contributions to local food banks.
- Pupils adopt a responsible attitude to risks to which they may be exposed. They understand potential issues related to online risks and to radicalisation, and have appropriate knowledge about sources of support within and beyond the school for any concerns they may experience.

Behaviour

- The behaviour of pupils is good. Almost all pupils maintain high levels of self-discipline and behaviour which support effective learning.
- Behaviour around the school is good, with disciplined movement and acceptable noise levels. Pupils respond appropriately to instructions. They are aware of the school's expectations and quickly learn to respond appropriately.
- A small number of pupils have entered the school with less positive previous expectations of behaviour. A few have taken time to adjust. Senior leaders have taken appropriate action, including working with parents, to raise the expectations and improve the behaviour of these pupils.
- A minority of pupils are still concerned about behaviour which disturbs their learning. In their responses to the inspection questionnaire, parents state that the school manages behaviour well and deals effectively with bullying.
- Pupils' overall attendance is above the national average. There are no persistent absentees and punctuality at the start of the day is good. Senior leaders have effective arrangements for contacting parents to address any unexplained absence, which is a rare occurrence.

Outcomes for pupils

Good

- Most pupils enter the school with levels of attainment expected for their age. Although the school is selective, it does admit some pupils who require additional support with their learning.
- Pupils make good progress with their learning from their various starting points. In the short time that the school has been open, staff have planned effectively to meet the range of learning needs of all pupils and enabled them to achieve well.
- Pupils make consistently strong progress in English, mathematics and across the wider curriculum. Work in pupils' books and the quality of learning in lessons, indicate that pupils are making good progress overall.

- Pupils enter the school without having taken nationally standardised assessments at age 11. At this point in the development of the school, no pupils have yet been entered for any nationally accredited examinations. Teachers are diligent in assessing pupils' progress against the expectations of their schemes of work.
- Pupils develop knowledge and understanding across a range of subjects, including science, humanities, art, information technology and physical education, in addition to English and mathematics. All pupils have secure reading skills at a level appropriate to access the wider curriculum. Almost all pupils read fluently and demonstrate appropriate understanding of texts in a variety of subjects.
- Pupils' handwriting and grammar are mostly appropriate for their age, but a small number receive additional support with these aspects of literacy. For the majority, progress in reading and mathematics is a little ahead of their writing skills. Disadvantaged pupils and those with special educational needs and/or disabilities make progress in line with their peers.
- Staff place strong emphasis on matching work to pupils' various starting points. No pupil is left to struggle and there is plenty of challenge through extension activities for those who make rapid progress with their learning. The most able pupils demonstrate appropriate independence in their learning.
- Work across the curriculum is pitched at levels of challenge appropriate to build the foundations for pupils to progress to future examinations courses at key stage 4. Older key stage 3 pupils are already beginning to consider future career options.

School details

Unique reference number	145505
DfE registration number	856/6028
Inspection number	10078678

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 school
Age range of pupils	5 to 16
Gender of pupils	Boys
Number of pupils on the school roll	50
Proprietor	Jameah Academy
Chair	Sajeda Mulla
Headteacher	Zainul Mussa
Annual fees (day pupils)	£2,100 to £2,300
Telephone number	01162 927746
Website	N/A
Email address	jameah.boys@jgacademy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Jameah Boys Academy is a selective, Islamic independent day school for boys. It is in premises previously occupied by Jameah Girls Academy in Leicester. The school uses the sports hall in the current premises of Jameah Girls Academy, opposite the school building. Pupils also use the nearby Spinney Park for play and recreation during lunchtimes.
- The school opened in September 2018 and provides full-time education for up to 200 boys aged five to 16. There are currently 50 pupils on roll, aged seven to 14. The school has produced a growth plan for a phased increase in the age range up to its maximum capacity.
- This is the school's first standard Ofsted inspection since it was registered by the Department for Education in August 2018.

- The school does not use the services of any alternative providers.
- The proprietorial body oversees the work of both the Jameah Boys and Girls Academies.

Information about this inspection

- The inspector observed teaching and learning across all teaching groups. He discussed samples of pupils' work with subject teachers of English, mathematics and the wider curriculum. In addition, he visited classes of pupils studying the Islamic Tarbiyah and Qur'an curriculum at the start of the school day.
- The inspector held discussions about all aspects of the school's leadership and management and the implementation of school policies, with the headteacher and senior leaders. He discussed the oversight and accountability of the school with the chair of the governing body and a governor.
- The inspector considered 10 responses to the Ofsted, Parent View, questionnaire, together with inspection questionnaires completed by 37 pupils and seven members of staff. He also held discussion with a group of key stage 3 pupils.
- The inspector scrutinised several school policies, procedures and records to check the school's compliance with the independent school standards.

Inspection team

David Young, lead inspector

Ofsted Inspector

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