

Jamia Islamia Birmingham

Islamic College, Fallows Road, Sparkbrook, Birmingham, West Midlands B11 1PL

Inspection date

13 November 2019

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(i), 3(b) and 3(g)

- At the time of the previous inspection, the school's curriculum was narrow. Students in the sixth form did not receive any careers advice. Pupils had no access to outside space for recreation and physical education (PE).
- Since the last inspection, leaders have made several changes to the school timetable, the range of subjects that pupils can study and the organisation of the school day. These changes have improved pupils' experiences in school.
- Pupils are now able to study history and graphic design and talked positively to the inspector about what they were learning about in these subjects. Pupils will now be able to gain qualifications in these subjects. Leaders have extended lesson times in the afternoon, so that pupils are able to focus more deeply on national curriculum subjects.
- The provision for pupils' personal, health, social and economic (PHSE) education is much improved. Pupils enjoy regular breaks throughout the school day and can play football outside or socialise with their friends. They know that it is important to have regular breaks. Pupils told the inspector that it helps them to focus better on their work during lessons.
- Leaders have engaged an external provider to ensure that pupils can benefit from impartial careers information, advice and guidance. The school library now contains books and information booklets to help pupils make an informed choice about their future education or training.
- Leaders have now devised an assessment system which will enable them to make checks on the progress pupils are making and set suitable targets for learning.
- These standards are now met.

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2)(g), 2(2)(h), 3, 3(a), 3(c), 3(d), 3(e), 3(f)

and 3(j)

- At the time of the previous inspection, teachers did not consider pupils' abilities when they planned lessons. They did not use assessment information effectively. Pupils' outcomes were low. The sixth-form curriculum was insufficient and limiting.
- Leaders have recently appointed a special educational needs coordinator (SENCo) who is beginning to gather information about pupils' educational, health and care needs. This is a work in progress. Leaders have not begun to revise schemes of work to make sure that they meet the needs of all pupils.
- While lessons are better planned, they still do not take account of pupils' prior learning or specific needs consistently well. This is because leaders are in the process of gathering assessment information about pupils' prior attainment. Pupils complete the same activities and there is an over-reliance on worksheets and textbooks.
- Teachers are now benefiting from recent training, which has focused on matching activities to pupils' abilities and using assessment in the classroom. There is still more work required to develop teachers' subject knowledge and to put this training into practice. In mathematics, for example, Year 8 pupils are completing work from the primary curriculum and misconceptions are being reinforced. Resources are not used well. Work in pupils' books shows that pupils have few opportunities to use practical equipment to develop their mathematical understanding or to work in the science laboratory.
- Outcomes in GCSE English and mathematics in 2019 were low. Only 5% of pupils achieved a GCSE in English and mathematics at grade 5 or above.
- Sixth-form students are now able to access functional skills courses and apprentice-type training modules in addition to careers advice. However, these activities take place for only one lesson a week. As a result, they continue to have a narrow choice of activities.
- These standards are not met.

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

Paragraphs 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)

- At the time of the last inspection, pupils were not being prepared well enough for life in modern Britain and had a narrow education. The school's library contained inappropriate extremist books which undermined fundamental British values.
- Leaders have been swift to address the previous concerns at the last inspection in relation to inappropriate materials in the school library. The library has been thoroughly checked, and all inappropriate material has been removed. Leaders have introduced a library policy which sets out what should and should not be kept in the school library.
- Leaders have made sure that there are now clear policies in place to support pupils' understanding of British values and develop their understanding of spiritual, moral, social and cultural aspects of the wider community. The associate headteacher has planned a programme of events for pupils this year, featuring speakers from different faiths and communities. Recently, the school welcomed visitors from the nearby Hindu temple and arrangements have been made for Christian leaders to visit the school next week.
- Pupils are now engaging in charity work, including Children in Need and Muslim charities.

They recently took part in a local community litter pick. Pupils are looking forward to their first competitive football match with a local school, at the end of the week.

- These standards are met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 9, 9(b), 9(c), 11, 15, 16, 16(a) and 16(b)

- At the time of the previous inspection, safeguarding was not effective. Parts of the building were poorly maintained and filthy. Pupils had poor attitudes to learning.
- The school's safeguarding policy is provided for parents on the school website. However, at the start of this inspection, the policy on the website was not up to date. Leaders provided the correct hard copy version available for parents. This version reflects the most recent guidance issued by the government and is on the school's website.
- Staff have recently completed safeguarding training. Additional training on the 'Prevent' duty is being arranged with Birmingham Safeguarding Children Partnership.
- The improvements that leaders have made to the school's premises have ensured that pupils are now safe. Leaders have revised their risk assessment policy. They have assessed the risks for specific activities and different areas of the school. Leaders have taken appropriate action to reduce these risks.
- Leaders have now established improved procedures for monitoring pupils' attendance and behaviour. The newly formed pastoral team take their responsibilities seriously. They meet regularly to review pupils' attendance and behaviour. Leaders now check on the attendance of the very small number of students who attend a local college. As well as recording behaviour sanctions, leaders have introduced a new rewards system. Pupils can earn points then exchange them for a small prize such as a memory stick. Pupils are better engaged in their learning and very little low-level disruption was seen during the inspection.
- These standards are met.

Part 4. Suitability of staff, supply staff and proprietors

Paragraphs 21(3), 21(3)(a)(iv)

- At the time of the last inspection, leaders had not made suitable checks on staff qualifications.
- Leaders have now made appropriate checks on staff qualifications and have recorded these on the school's single central record.
- This standard is met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(c), 25, 27, 27(b), 29(1), 29(1)(a) and 29(1)(b)

- At the time of the previous inspection, the premises and outdoor area were of a poor standard.
- Leaders have acted quickly to address the failings identified at the last inspection. The school playground is now free from debris and is no longer used as a car park. This ensures that pupils can play outside and participate in physical education lessons. Gates remain closed during the school day, keeping pupils safe. Leaders have now ensured that

suitable external lighting is in place on the building. Pupils can enjoy their breaktimes outside – as one pupil remarked, ‘It’s important to get fresh air.’

- Leaders have arranged for a new shower block to be constructed, and this work is currently taking place. In the interim, leaders have created a temporary changing room in the school building which is close to the school’s existing shower facilities.
- These standards are met.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(d), 32(3)(a), 32(3)(b), 32(3)(d) and 32(3)(e)

- At the last inspection, these standards were met.
- Leaders have not ensured that these standards are consistently met. They have not maintained the school’s website in accordance with the independent school standards. Several policies and information which should be published are missing from the school’s website.
- These standards are no longer met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)(c)

- At the last inspection, the proprietor, leaders and governors had not ensured that pupils were kept safe, or that their well-being was promoted.
- Leaders have acted quickly to address the previous welfare, health and safety concerns in and around the school building. They have made sure that pupils are now safe on the premises.
- Leaders have implemented the action plan and have completed many of the actions. Some actions are in the process of being completed.
- This standard is met.

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

- At the last inspection, the proprietor, leaders and governors did not have a good enough understanding of the independent school standards to ensure that they were being met consistently and continually.
- The proprietor’s action to appoint an associate headteacher to the school in September 2019 has had a positive impact on the school’s journey of improvement. The associate headteacher, who supports the school for two days a week, has a clear understanding of what needs to improve further. He has implemented several changes in the short time he has worked at the school to bring about improvements.
- The associate headteacher has now ensured that there are clear lines of responsibility and accountability. Leaders have appointed a SENCo and created a pastoral team. These actions are having a positive impact on pupils’ well-being and personal development.
- The associate headteacher has an accurate view of the current standards of teaching at the school. He has introduced checks on the quality of teaching, lesson planning and work scrutiny to raise expectations. There is now a planned cycle of monitoring.
- Staff are now benefiting from additional training, focused on improving teaching standards. They told the inspector that they welcome this support because they want

the best for the pupils.

- The proprietor and governors are committed to making changes to the school. However, the drive for improvement is currently reliant on the part-time associate headteacher. Some standards which were met at the last inspection are now no longer met. Further leadership capacity is needed to make sure that all the independent standards are met consistently and continually.
- These standards are not met.

Schedule 10 of the Equality Act 2010

- Leaders have reviewed and amended their admissions policy to ensure that it does not exclude pupils with special educational needs and/or disabilities (SEND). The school's accessibility plan now states that pupils should not be discriminated against because of their disability. Schedule 10 is now complied with.

Compliance with regulatory requirements

The school does not meet 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, as set out in the annex of this report. 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

- Part 2 – spiritual, moral, social and cultural development of pupils
- Part 3 – welfare, health and safety of pupils
- Part 4 – suitability of staff, supply staff, and proprietors
- Part 5 – premises of and accommodation at school

School details

Unique reference number	134571
DfE registration number	330/6106
Inspection number	10129565

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 status	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	141
Of which, number on roll in sixth form	26
Number of part-time pupils	2
Proprietor	Rezaul Haque
Chair	Rezaul Haque
Associate headteacher and headteacher	Monsoor Hussain and Mohammed Haroon Hussain
Annual fees (day pupils)	£2,000
Telephone number	0121 772 6400
Website	Jamiaislamiabirmingham.co.uk
Email address	jamiabham@hotmail.co.uk
Date of previous standard inspection	11–13 June 2019

Information about this school

- The last standard inspection of the school took place in June 2019. The school's overall effectiveness was judged to be inadequate. A significant number of independent school standards were not met. At the previous inspection in July 2017, the school was judged to require improvement. Several independent school standards were not met.
- The school does not use any alternative provision. A very small number of pupils are dual-

registered with South and City college.

- All pupils participate in Islamic studies every morning and follow the national curriculum in the afternoon.
- Sixth-form students continue to focus on Islamic studies for most of their education.

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 lead inspector met with the proprietor, associate headteacher and headteacher to discuss the progress made in implementing the school's action plan following the last inspection. She met with members of the pastoral team, including the newly appointed SENCo and the designated safeguarding lead.
- The lead inspector scrutinised a range of documents including policies, action plans, behaviour and attendance records, and information available on the school's website. She looked at the records of pre-employment checks that leaders make on staff.
- The lead inspector visited a range of lessons, accompanied by the associate headteacher. She looked at pupils' work and discussed this with the pupils during the lessons. She observed breaktime arrangements and spoke to pupils informally.

Inspection team

Deb Jenkins, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain unmet at this inspection

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs
 - 2(2)(h) all pupils have the opportunity to learn and make progress.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(j) does not discriminate against pupils contrary to paragraph 3 of schedule 10 of the Equality Act 2010.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school

standards are met consistently.

Standards that were met at the previous inspection, but are now judged to not be met at this inspection

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that-
 - 32(1)(d) following an inspection under section 108 or 109 of the 2008 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school's internet website, and provided to the parents of each registered pupil, by any date specified by the body who conducted the inspection.
- 32(3) The information specified in this sub-paragraph is-
 - 32(3)(a) particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions;
 - 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;
 - 32(3)(d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13;
 - 32(3)(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations;
 - 32(3)(g) a copy of the report of any inspection carried out under sections 108 or 109 of the 2008 Act or section 87(1) of the 1989 Act.

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