

Inspection of Jamia Islamia Birmingham

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

Inspection dates:

9 to 11 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Sixth-form provision

Insufficient evidence

Overall effectiveness at previous
inspection

Inadequate

Does the school meet the independent
school standards?

No

What is it like to attend this school?

The school has improved since the previous inspection, but leaders still need to improve it further.

From Year 7 to Year 11, pupils study a wide range of subjects, and standards are rising. Pupils listen to their teachers and work hard in class. They are calm and respectful in school and get on well with one another at breaktimes. Staff teach them the difference between right and wrong. Bullying or bad behaviour is not accepted, and staff stop it if it happens.

Islamic studies are taught every day. Pupils value these lessons, respond well and develop positive attitudes to others. Staff are well qualified to teach other subjects too. However, lessons do not take enough account of what pupils already know and can do. This means that some pupils find new learning hard to understand. This limits their progress.

The school building meets the minimum standards, but is shabby. Pupils are kept safe and are well supervised, but the premises are not very clean and need sprucing up.

Leaders want pupils to do well and are committed to the school. However, they do not do enough to check on the quality of teaching and learning in class.

What does the school do well and what does it need to do better?

The school offers a faith-based education and devotes a significant amount of time to Islamic studies. These lessons dominate the curriculum and pupils learn what leaders want them to.

In addition, from Years 7 to 11, the school offers a range of other subjects taught by well-qualified staff. Pupils work towards GCSE qualifications, and standards are on the up. Staff support pupils with their reading and provide extra help for those new to learning English. That said, classroom work is hit or miss. In science, for instance, the current lack of practical work hinders pupils' grasp of new learning. In mathematics, there is plenty of challenging work, but not enough support for those who find work difficult. In other lessons in different subjects, classwork offers the same level of challenge, and staff sometimes assume that pupils know things when they do not. This means that some find it hard to keep up.

On top of this, the school's provision for pupils with special educational needs and/or disabilities (SEND) is underdeveloped. Leaders have produced a SEND policy, but it is not tailored to the school and is of limited use. Leaders do offer some extra sessions at lunchtime. They also have plans to offer catch-up sessions after school, but this has not yet happened. These weaknesses in meeting pupils' different learning needs are the main reason why some independent school standards remain unmet. However, despite these shortcomings, leaders' actions since the previous

inspection have improved the overall quality of education for most pupils. In some subjects, the curriculum is managed well for all. In physical education (PE), for example, pupils receive step-by-step guidance and develop new knowledge and skills in a well-sequenced way. They enjoy it too.

Staff provide regular careers guidance, which is supported by input from visiting speakers. For example, a former pupil who works for the police has come into school to talk with pupils about his work. Careers guidance has been strengthened in recent times and also supports the specialist curriculum in the sixth form.

Most pupils leave school at the end of Year 11. Any who have not gained a GCSE in English and/or mathematics can stay beyond the end of Year 11 to retake these. The school also offers a post-16 faith-based qualification that some pupils choose to stay and study. Those who wish to pursue a range of academic subjects usually go elsewhere.

The school has a planned relationships and sex education programme, which it has shared with parents and carers. Through this and weekly personal development lessons, pupils learn about different types of families and relationships. They also learn about diversity in Britain and the wider world and how they can help others. Values of the week, such as sincerity and charity, shape some lessons and steer conversations between staff and pupils. Pupils can talk about how such values guide what they think and do. Pupils regularly lead prayers in school and take part in public-speaking events. Some extra-curricular activities have been halted by COVID-19. However, trips to the theatre and some sports with other schools are due to start again this term.

While many aspects of pupils' personal development present well, the school needs to do more to support less able pupils so that all have equal opportunity to do as well as they can.

Pupils' behaviour is usually good. They pay attention in class and want to do well. There is some good-natured jostling by the tuck shop, but pupils soon fall in line when reminded about the school's expectations. Staff are strict, but the rules are fair, and pupils feel safe in school. Attendance has improved since the previous inspection, but some pupils still miss too much school. Leaders keep a watchful eye on this and work with families to encourage better attendance. Staff recognise and reward regular or improved attendance with certificates, and follow up any unexplained absences.

The school building and outdoor area meet the minimum requirements, but are not ideal. There is plenty of space, but the indoor and outdoor areas are run down and need a good clean and refurbishment.

Most staff say that they feel supported by leaders and enjoy working at the school.

The proprietor has ensured that all the required information for parents is available on the school's website and the complaints policy is fit for purpose. The proprietor

has repaired parts of the building and make sure the school has an up-to-date accessibility plan. However, their checks on how well the curriculum is working in class need to improve.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have carried out all the correct checks on staff to ensure that they are suitable to work with young people. The safeguarding lead has up-to-date knowledge of government guidance. He has made sure that staff know what to do if they have any concerns.

The school liaises with other organisations, such as the police, to share messages about safety. Staff teach pupils about risks they might face and what to do if something is worrying them. The school's policies cover the right things and help staff to help pupils in the right way.

What does the school need to do to improve?

(Information for the school and proprietor)

- In several subjects, teaching does not take enough account of pupils' different needs. Teachers sometimes assume that pupils know things when they do not. Lessons are pitched at the same level for all, and some pupils get left behind. To improve this, leaders should make sure that assessment information is used to guide teaching in class so that new learning builds securely on what pupils already know.
- The school's arrangements for the identification of SEND are not well developed. The policy is not tailored to the school and is of limited use. Leaders should update their SEND policy and guidance for staff. They must make sure that all staff understand their roles and responsibilities in identifying, assessing and providing for pupils with SEND.
- The school's leaders do not know enough about the quality of learning and academic standards. They should improve their oversight of the curriculum and use of assessment in class, so that all pupils have equal opportunity to make the best possible progress.
- The school premises meet the minimum requirements, but some parts are dirty. Leaders need to arrange a good clean and tidy up, so that the facilities are a pleasant place in which to learn and teach.

How can I feed back my views?

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The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	134571
DfE registration number	330/6106
Local authority	Birmingham
Inspection number	10205087
Type of school	Other independent 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	107
Of which, number on roll in the sixth form	9
Number of part-time pupils	0
Proprietor	Jamia Islamia (Birmingham) Trust Limited
Chair	Rezaul Haque
Headteacher	Monzoor Hussain
Annual fees (day pupils)	£2,000
Telephone number	0121 772 6400
Website	www.jamia.bham.sch.uk
Email address	info@jamia.bham.sch.uk
Date of previous inspection	11 to 13 June 2019

Information about this school

- The school offers full-time education, with a heavy focus on Islamic studies.
- The last standard inspection of the school took place in June 2019. At that time, the school's overall effectiveness was judged to be inadequate. A significant number of independent school standards were not met. Progress monitoring inspections took place in November 2019 and October 2020.
- Pupils do Islamic studies in the mornings and national curriculum subjects in the afternoons. Students in the sixth form study a specialist curriculum.
- The school does not use any alternative provision.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school had received since the COVID-19 pandemic. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors met with the headteacher, other leaders, staff and two members of the proprietor body. They also spoke with pupils.
- Inspectors carried out deep dives in these subjects: English, mathematics, science and PE. In these subjects, inspectors looked at curriculum plans, visited lessons, looked at pupils' work and talked to staff. Inspectors also looked at work in some other subjects.
- Inspectors looked at the school's website and examined several documents. These included school policies and records relating to safeguarding, the curriculum, health and safety, and pupils' behaviour and attendance. Inspectors considered the responses to Ofsted's parent, staff and pupil surveys.
- Inspectors checked the single central record of employment checks on staff, looked at pupils' records and talked with leaders and staff about safeguarding matters.
- The lead inspector checked that the premises complied with the independent school standards.
- Inspectors observed pupils' behaviour and levels of supervision throughout the day.

- Inspectors looked at the specialist curriculum in the sixth form and reported on arrangements. However, they did not make a separate judgement on this part of the school.

Inspection team

Martin Pye, lead inspector

Her Majesty's Inspector

Mary Maybank

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 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(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 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(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

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.

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