

# Inspection of Jamiatul Ummah School

56 Bigland Street, Shadwell, London E1 2ND

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Inspection dates: 1 to 3 March 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Outstanding**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

## **What is it like to attend this school?**

Leaders, staff and parents share a common vision and ambition. They strive to give pupils a solid knowledge of their faith and beliefs, as well as wider society. Leaders also ensure that pupils study a wide academic curriculum and achieve well in most subjects. An extensive enrichment programme supports pupils' personal development. Pupils leave the school well equipped to pursue ambitious career goals. They are also actively encouraged to make a positive contribution to society.

Pupils get on well with each other. They are friendly and polite towards visitors. Pupils and staff have strong professional relationships. Pupils said that whenever they feel worried, they have a trusted adult whom they can speak with. They know that staff will take appropriate action straight away. This gives them a sense of safety and well-being. On the rare occasion when bullying occurs, leaders take appropriate action. This includes working with and supporting all the pupils concerned.

Staff teach pupils about the diverse nature of modern society. This includes the need to respect people with protected characteristics. Teaching is underpinned by many visits and other activities that aim to enrich pupils' experiences and understanding of the wider community. For example, pupils visit various places of worship and recently raised funds for a homeless centre.

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

Leaders are ambitious for pupils at this school. They make sure that pupils study a broad range of other subjects, alongside the teachings of their faith. In Years 10 and 11, all pupils study for the English Baccalaureate qualification.

Leaders think about the core knowledge they want pupils to know and remember. Generally, teachers have sound expertise in the subjects they teach. They plan lessons in a logical way so that pupils build up new knowledge. Pupils apply their prior knowledge to help them understand more complex ideas. In science, for instance, pupils learn about the circulatory system in Years 10 and 11. When doing so, they draw upon the work started in Year 7 about features of blood to help them understand new subject content.

Most staff think about how they will develop pupils' understanding of core concepts. In English, for example, pupils develop a good understanding of character and theme. They also become familiar with the different literary styles and techniques that authors use. However, in a few subjects, pupils' deep conceptual knowledge is weaker. In history, for example, pupils do not gain a deep understanding of essential concepts such as empire.

Teachers check on how well pupils are remembering what they have learned. They identify gaps in pupils' knowledge. This information is typically used well to give pupils who fall behind the extra help they need to catch up. However, this is not

consistently the case in all subjects, especially in Years 7 to 9. This means that, at times, pupils do not get the additional support they need to fill gaps in their understanding.

Pupils read with fluency, and staff encourage them to read for pleasure. Each week, time is set aside for pupils to read their chosen books in school. This is supplemented by an online reading programme designed to give pupils further reading practice. Staff challenge and encourage pupils to read high-quality books on a regular basis.

Pupils value their education. They work hard, pay attention in class and try their best. These positive attitudes help pupils to study in a calm environment and achieve well. Staff deal effectively with the odd incident of low-level disruption.

Leaders provide pupils with a well-planned, comprehensive personal development curriculum, complemented by plentiful enrichment activities. These two aspects come together exceptionally well to extend pupils' experiences beyond the academic. From the start, staff teach pupils how to be well-informed and responsible citizens. They strive to instil in pupils the need to respect all members of society and act with integrity. All pupils take part in an annual community project. Past projects have included, for instance, combatting knife crime and safety concerns in local parks. This year, pupils are working on a project linked to climate change. Projects are led by the pupils themselves, with selected pupils attending specific training to support them lead their peers. Pupils enjoy being able to discuss their work with local counsellors and finding out how their ideas to improve the community are being put into practice.

Pupils benefit from an effective careers programme, which includes impartial information, advice and guidance. For example, pupils have one-to-one sessions every year with an external impartial careers counsellor. Leaders have established links with several local businesses and companies and pupils have opportunities to undertake work experience in these places of work. When pupils leave the school at the end of Year 11, all proceed to post-16 education or apprenticeships.

The proprietor board has secure systems in place to check the school's compliance with the independent school standards. They ensure that the school meets all the independent school standards consistently. The proprietor board and leaders work closely with parents and carers. Leaders consulted with parents about the new requirements for relationships and sex education (RSHE) and health education. The RSHE curriculum reflects government expectations and is now fully implemented.

The school complies with schedule 10 of the Equality Act 2010.

Leaders are considerate of staff's well-being. They take appropriate steps to reduce staff's workload. Staff said that they can raise any concerns with leaders, knowing that they will be heard.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that all staff undertake a wide range of training, including on their responsibilities under the 'Prevent' duty. Staff know pupils well and are alert to changes and signs that raise possible concerns. They report these concerns to leaders in a timely fashion. Leaders have established links with a range of agencies to whom they refer when pupils need help with their safety and welfare.

Through the curriculum and parental workshops, pupils and their parents learn about risks, such as when using social media, and how to seek help.

Leaders follow the proper procedures for vetting candidates' suitability to work with pupils.

The school's safeguarding policy is published on its website. It meets the latest statutory requirements.

## What does the school need to do to improve?

### (Information for the school and proprietor)

- In a few subjects, staff have not considered fully how they will ensure that pupils gain deep subject knowledge. This means that sometimes pupils' understanding of key concepts is superficial. Leaders should think about and plan how they will make sure pupils' understanding is deepened equally well across all the subjects.
- The use of assessment to support pupils who fall behind is not consistent across subjects and key stages. This means that, occasionally, pupils who need extra help to catch up do not get the well-tailored and timely support that they need. Leaders should ensure that when teachers identify gaps in pupils' learning, they routinely provide these pupils with the help they need to get back on track with their learning.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

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

<b>Unique reference number</b>	131388
<b>DfE registration number</b>	211/6387
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10210783
<b>Type of school</b>	Muslim boys' independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	163
<b>Proprietor</b>	Dawatul Islam UK & Eire Ltd
<b>Chair</b>	Abu Sayeed
<b>Headteacher</b>	Nojarul Islam
<b>Annual fees (day pupils)</b>	£4,000 to £4,300
<b>Telephone number</b>	020 7790 7878
<b>Website</b>	<a href="http://jamiatulummah.org.uk">jamiatulummah.org.uk</a>
<b>Email address</b>	<a href="mailto:principal@jamiatulummah.org.uk">principal@jamiatulummah.org.uk</a>
<b>Date of previous inspection</b>	9 to 11 January 2018

## Information about this school

- This is a secondary school for boys with a Muslim religious ethos. The school is registered for up to 250 pupils; there are currently 163 on roll.
- The previous standard inspection was in January 2018.
- 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 meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

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

- Inspectors carried out deep dives in these subjects: English, science, history and religious education. Inspectors held discussions with leaders and teachers, visited lessons, looked at examples of pupils' work and held discussions with pupils. Inspectors also considered other subjects as part of the inspection.
- Inspectors spoke with the headteacher, the lead for quality of education, the vice-chair of trustees and the vice-chair and two other governors. They also spoke with leaders responsible for safeguarding and health and safety.
- Inspectors reviewed a range of documentation, including information related to safeguarding and the checks carried out before the appointment of staff. Inspectors looked at records of pupils' behaviour.
- Inspectors scrutinised a range of documentary information and toured the school site to check compliance with the independent school standards.
- Inspectors had formal meetings with staff and with pupils. They took account of the 46 responses to the online survey, Ofsted Parent View. They also considered the 22 responses to the staff survey. There were no responses to the pupil survey.

## Inspection team

David Radomsky, lead inspector

Her Majesty's Inspector

Mark Smith

Her Majesty's Inspector

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