

Jamia Islamia Birmingham

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

Inspection date

29 September 2022

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 3, 3(a), 3(b), 3(c), 3(d), 3(f) and 3(g)

- At the time of the most recent full inspection, in several subjects, teaching did not take enough account of pupils' different needs. Teachers sometimes assumed that pupils knew things when they did not. Lessons were pitched at the same level for all, but some pupils got left behind. In addition, the school's arrangements for the identification of special educational needs and/or disabilities (SEND) were not well developed. As a result, staff did not understand their roles and responsibilities in identifying, assessing and providing for pupils with SEND.
- Currently, in some subjects, including mathematics, the curriculum is very general and lacks detail. In these subjects, the curriculum does not map out the knowledge and skills that pupils need to learn over time. As a result, it is unclear how the curriculum builds across year groups.
- Teachers are not routinely using ongoing assessment in order to inform pupils' learning opportunities. In too many instances, teachers are not considering pupils' prior learning. As a result, any gaps in pupils' knowledge and skills are not being routinely filled. Many pupils complete activities quickly and have to wait for others to finish. At the same time, other pupils do not get to finish the task and have to move on to the next section before they have consolidated their learning. Some pupils say that learning activities are too easy, or too hard, and would prefer tasks to be more closely matched to what they already know.
- Leaders do not have a clear understanding of how to identify a pupil's special educational need and/or disability. Currently, leaders base their diagnosis on standardised testing in English and mathematics. These tests highlight gaps in pupils' knowledge and skills, rather than the root cause of what is causing the pupil to fall behind with their learning. Leaders are also unclear if the gaps in a pupil's knowledge and skills are the result of a weaker curriculum, or if a pupil has a special educational need and/or disability.

- These standards remain unmet.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 16, 16(a), 16(b) and 32(1)(c) [Part 6, provision of information]

- Leaders ensure that all staff receive relevant safeguarding training. Training involves how to spot signs and symptoms of abuse. It also includes a focus on specific issues, such as online safety. Staff know what to do if they have concerns about a pupil's welfare. Pupils say they feel safe in school because their teachers look after them. Pupils also say that if they are worried about something, they will speak to staff because they trust them.
- Leaders make the appropriate checks on staff's suitability to work with children before they start work at the school.
- The safeguarding policy is available on the school's website. It adheres to government guidance. It is detailed and easy to follow. Other policies relating to safeguarding are also available on the website. At the time of the inspection, leaders were reviewing this year's safeguarding policy and were awaiting ratification by the governing body.
- Leaders have drawn up and implemented a written risk assessment policy. This further supports the promotion of pupils' well-being and safety by reducing and managing risks.
- These standards continue to be met.

Part 8. Quality of leadership in and management of schools

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

- At the time of the most recent full inspection, the proprietor body and leaders had not ensured that all of the independent school standards were being met consistently. School leaders did not know enough about the quality of learning and academic standards. As a result, they were not improving the quality of education across the school. The school premises met the minimum requirements, but some parts were dirty and needed a good clean and tidy up.
- Currently, capacity in leadership is limited. The previous headteacher left the school at the end of December 2021 and has not yet been replaced. The proprietor body is in the process of appointing a new headteacher. The designated safeguarding leader, who was also the special educational needs co-ordinator, left at the end of the summer term 2022. Other leaders within the school have had to step up, take on extra responsibilities and spread themselves thinly across the school. This has had a detrimental impact on leaders' ability to drive school improvements. As a result, many planned improvement activities have stalled. Leaders know what they want to do, but their plans have been affected by the lack of leadership capacity that currently exists.
- The proprietor body has a clear vision for all pupils in the school. It wants pupils and students 'to become well-rounded individuals who can contribute to society in a positive way'. The proprietor body is very aware of the current lack of leadership capacity. In April 2022, it secured the services of a teaching and learning consultant who works in the school on a part-time basis. The consultant supports school leaders with curriculum development and other aspects of leadership.
- The school is now clean and tidy. However, the building looks tired and is in need of decoration.

- These standards remain unmet.

Schedule 10 of the Equality Act 2010

- Leaders ensure that the school meets the requirements of schedule 10 of the Equality Act 2010.

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.

School details

Unique reference number	134571
DfE registration number	330/6106
Inspection number	10250128

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	114
Of which, number on roll in sixth form	19
Number of part-time pupils	0
Proprietor	Jamia Islamia (Birmingham) Trust Limited
Chair	Rezaul Haque
Headteacher	No headteacher currently in post
Annual fees (day pupils)	£2,000
Telephone number	0121 772 6400
Website	www.jamia.bham.sch.uk
Email address	info@jamia.bham.sch.uk
Dates of previous standard inspection	9 to 11 November 2021

Information about this school

- The school has not had a headteacher in post since January 2022. The proprietor body is in the process of appointing a new headteacher. The two deputy headteachers have stepped up and are responsible for the day-to-day running of the school. Since April 2022, they have been supported by a teaching and learning consultant.

- Some of the information held on the government's 'get information about schools' (GIAS) website is not accurate. GIAS states that the proprietor is Rezaul Haque and the headteacher is Monzoor Hussain. Leaders confirm that this information is not correct. The proprietor is Jamia Islamia (Birmingham) Trust Limited and there is currently no headteacher in post.
- The school is a small independent Islamic day school operating from premises in Birmingham.
- The school caters for boys from Year 7 to Year 14.
- The school offers full-time education, with a heavy focus on Islamic studies.
- Pupils do Islamic studies in the morning and national curriculum subjects in the afternoon.
- Leaders do not make use of any alternative provision.
- The last full standard inspection was in November 2021.

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 Department for Education did not require the school to prepare an action plan following the standard inspection in November 2021.
- This was the first progress monitoring inspection since the standard inspection in November 2021.
- The inspector held regular meetings with two members of the proprietor body. This included the chair of the proprietor body. He also met with the school's teaching and learning consultant.
- The inspector held meetings with leaders to discuss safeguarding and provision for pupils with SEND. He also met with the mathematics leader and the English leader.
- The inspector visited lessons in all year groups. He met with three groups of pupils from Year 8, Year 9 and Year 11 to discuss their learning and experiences at school.
- The inspector reviewed a range of documentation, including the safeguarding policy and related information, other school policies and a range of curriculum documents.

Inspection team

Wayne Simner, lead inspector

His 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 un-met at this inspection

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; and
 - 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; and
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

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