

# Inspection of Jamiatul Uloom Al - Islamia

364 - 370 Leagrave Road, Luton, Bedfordshire LU3 1RF

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Inspection dates: 1 to 3 July 2025

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**Overall effectiveness** **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

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?**

Pupils come to school happily each day. They have highly positive attitudes to learning and to school life in general. Pupils appreciate the way that staff look out for their well-being and keep them safe. There is a strong sense of belonging to a kind and caring community at the school.

The school's mission is to combine strong Islamic values with preparation for life in modern Britain. It is ambitious for pupils and encourages them to aim high. Pupils take their studies very seriously. They are keen to do their best. Pupils achieve well, particularly in mathematics, English and science.

Relationships throughout the school are warm and respectful. There are clear routines and high expectations of pupils' conduct. These support pupils to behave extremely well in lessons, at social times and as they move around the school. Pupils' impeccable manners and strong desire to do the right thing shine through in their interactions with staff and visitors.

Pupils play a part in the life of the school through their roles as student councillors. They contribute to the wider community through litter picking or helping out at a nearby 'curry kitchen'. These roles develop pupils' character, grow their confidence and prepare them to be active citizens of the future.

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

The school has designed a broad, ambitious curriculum for pupils to study alongside their Islamic studies. The curriculum sets out what pupils will learn and the sequence of learning. This means that teachers know what to teach and when to teach it, so that pupils' knowledge builds gradually over time. The curriculum also sets out key vocabulary in each subject. Consequently, pupils acquire the language that they need as they grow their subject expertise. The curriculum identifies links between different subject areas. These help pupils to broaden and deepen their knowledge.

The school recognises the importance of reading. Staff check pupils' reading knowledge when they join the school and regularly afterwards. If any pupils need extra help with reading, the school provides this, so that those pupils can access the full curriculum. In the English curriculum, high-quality texts are chosen to develop pupils' reading, writing and analytical skills. However, the range of texts that pupils study is not as broad as it could be. This limits pupils' exposure to a variety of authors and hinders some pupils from achieving more highly in English.

Teachers are experts in their subjects. Since the last inspection, the school has supported them to strengthen their delivery of the curriculum. Teachers explain new learning clearly and confidently. They make links between subjects and revisit pupils' previous learning frequently. This helps pupils to consolidate and remember what they have learned. Teachers check pupils' understanding often. These checks enable

them to identify and address gaps in pupils' knowledge. There are currently no pupils at the school with special educational needs and/or disabilities (SEND). However, teachers are skilled at adjusting their teaching if they spot any pupils who need additional help.

The school has established a culture of aspiration. Pupils' desire to learn and achieve highly means that classrooms are extremely calm spaces. A system of rewards, and the regular celebration of pupils' achievements in assemblies motivate pupils to work hard and behave well. The school's strong values, rooted in its religious ethos, help pupils to develop a high degree of self-control. Pupils exercise this in their day-to-day activities. At the same time, the school provides space and time for pupils to relax and have fun. They play harmoniously and fairly at breaktimes.

The school has extended its provision for pupils' personal development. The curriculum for personal, social, health and economic education supports pupils' readiness for life after school. Pupils learn how to keep themselves safe, lead healthy lifestyles and develop positive relationships. This includes the statutory content for relationships, sex and health education. Pupils learn about the fundamental British values such as democracy. Visits to the Houses of Parliament and the local magistrates court bring this learning to life. Pupils demonstrate tolerance and mutual respect. They are respectful of the differences between people, such as those relating to gender, religion or race.

The school ensures that pupils receive appropriate advice and guidance about their options after school. Visiting speakers talk to pupils about their jobs. Work experience for Year 10 pupils provides them with valuable insights into possible future careers. Pupils are well prepared for their next steps in education or training.

Leaders, the proprietor and the governing body share a clear vision for the school. They are highly reflective and keen to identify areas in which the school could improve further. Leaders engage with staff on issues around their workload. They support staff in a variety of ways. For example, a carefully planned programme of staff development, including networking with colleagues in other schools, helps staff strengthen their practice. As a result, staff are motivated and well equipped to carry out their roles to the best of their ability.

The proprietor ensures the school meets its statutory duties and that the independent school standards are consistently met. The school complies with schedule 10 of the Equality Act 2010.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve? (Information for the school and proprietor)**

- The English curriculum does not provide a broad enough range of texts for pupils to read. As a result, pupils are not exposed to as wide a variety of authors and genres as they might be. This limits pupils' reading experiences and sometimes impacts on their enjoyment of reading and achievement in English. The school should ensure that the reading curriculum reflects a wider range of texts and promotes a lifelong love of reading for pleasure, so that pupils learn as well as possible.

## **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.

## School details

<b>Unique reference number</b>	134805
<b>DfE registration number</b>	821/6006
<b>Local authority</b>	Luton
<b>Inspection number</b>	10374843
<b>Type of school</b>	Other 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>	102
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Mohammed Miah
<b>Chair</b>	Mohammed Miah
<b>Headteacher</b>	Mohd Ali
<b>Annual fees (day pupils)</b>	£2,800
<b>Telephone number</b>	01582 595535
<b>Website</b>	<a href="http://www.jamialuton.org">www.jamialuton.org</a>
<b>Email address</b>	<a href="mailto:info@jamialuton.org">info@jamialuton.org</a>
<b>Dates of previous inspection</b>	7 to 9 June 2022

## Information about this school

- The school does not use any alternative provision.
- The school is located at 364-370 Leagrave Road, Luton LU3 1RF.
- This is an Islamic school. Pupils study an Islamic curriculum as well as the academic subjects.
- The school is registered to admit up to 150 pupils.
- There were no pupils with SEND, or who have an education, health and care plan on roll at the time of the inspection.

## 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.

- Inspections are a point-in-time evaluation about the quality of a school's educational provision.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders including the headteacher, deputy headteacher and proprietor. The proprietor is also the chair of governors. The lead inspector met with him and another member of the governing body.
- Inspectors carried out deep dives in these subjects: English, mathematics, languages and science. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at curriculum plans and samples of pupils' work in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- To check compliance with the standards, the lead inspector undertook a premises check.
- Inspectors considered the responses to Ofsted's online survey for parents, Ofsted Parent View. They also considered the responses to Ofsted's surveys for staff and

pupils. Inspectors spoke with staff and pupils throughout the inspection to gather their views of the school.

### **Inspection team**

Caroline Crozier, lead inspector

His Majesty's Inspector

Katie Devenport

His Majesty's Inspector

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