

# Jameah Girls' Academy

Independent School

Inspection report

DCSF Registration Number	856/6015
Unique Reference Number	133349
Inspection number	320618
Inspection dates	4-5 December 2007
Reporting inspector	Jane Melbourne HMI

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

## Information about the school

Jameah Girls' Academy is an Islamic faith junior and secondary school established in 2001. There are currently 155 pupils aged 7 to 16, who mostly reside in the immediate catchment area in the city of Leicester. Staff and pupils are all Muslims. All pupils speak English as an additional language or are multi-lingual. The school aims to help girls develop their understanding of their own faith and the role of Islam in their lives. It has occupied its current building since September 2006. The building also extends to community use at the end of the school day. The school offers an Islamic curriculum first thing in the morning and in the afternoons, sandwiched by National Curriculum subjects in the middle. Each curriculum is apportioned 50% of the timetable. The school is run by a governing committee comprising four trustees, a director, the headteacher and the deputy headteacher. There is also a headteacher of the Islamic curriculum. The school does not accept pupils with learning difficulties or disabilities and selects pupils by their academic capabilities, to ensure that each pupil is able to cope with the dual curriculum. This is the school's first inspection with a published report.

## Evaluation of the school

Jameah Girls' Academy provides a good quality of education. As a result of the good curriculum and teaching, girls make good progress in their learning and achieve well in their end of year tests and national examinations. The provision for girls' spiritual, moral, social and cultural development is good and is a strong feature of the school. However, the overall standard of care is inadequate as there is insufficient regard to Department for Children, Schools and Families (DCSF) guidance on provision for pupils' welfare, health and safety and there are significant deficiencies in aspects of the premises and accommodation which could compromise the pupils' health and safety. These require urgent attention.

## Quality of education

The quality of the curriculum is good. It is composed of two parts: an Islamic curriculum, covering Islamic theology, Arabic, Urdu, Islamic history, Arabic literature, Islamic beliefs, Islamic jurisprudence, prophetic narrations, memorisation of the Holy Quran, Islamic manners and responsibilities, and the National Curriculum. This incorporates all the required elements, giving due emphasis to basic skills in literacy, numeracy and information and communication technology (ICT). Whilst the teaching of ICT is strong, the use of ICT to enhance other curriculum areas is not yet fully

developed. The school follows Qualifications and Curriculum Authority schemes of work to guide practice and this is effectively adapted through additional planning to meet girls' needs. Small class sizes ensure that teachers know girls well and for good levels of discussion and interaction in most lessons.

The quality of teaching and assessment is good. Lessons are often matched to girls' individual needs, as teachers provide good levels of individual support. They also provide booster classes for groups of girls as and when needed, and often before examinations. Although girls' progress over time is good, in a few lessons they do not always make as much progress as they are capable of as some teachers still expect them to listen for extended periods. Sometimes, they do not effectively plan sufficient challenge for the very able pupils, nor always set aspirational targets. Enjoyment is higher in lessons where active learning takes place and girls can follow lines of enquiry and utilise their thinking skills. Sometimes the classroom environment prevents this from happening effectively. Girls are always routinely told about the lesson objectives and these are usually revisited at the lesson end to check whether they have been achieved. In general the teachers have high expectations, so that girls are highly motivated and present their work well. Resources are just satisfactory overall, although the limitations of the accommodation restrict the possibilities for physical education (PE). This is a less well co-ordinated and monitored aspect of the curriculum. Whilst the girls of primary school age have some trips out arranged which link to the curriculum, there are too few visits to enhance the curriculum for the older pupils.

Girls' work is regularly assessed as they move through the school. This enables staff to monitor their progress over time. Staff are beginning to make more use of assessment information to guide their practice, to set girls' targets and to determine where additional support is necessary.

Girls achieve well in tests. Work in lessons and in books also mostly shows good achievement. The school has a marking policy, although the marking of pupils' work is inconsistent across the school. It does not give sufficient advice on how girls can improve further.

## Spiritual, moral, social and cultural development of the pupils

Girls' spiritual, moral, social and cultural development is good overall. Opportunities to reflect on different feelings and emotions occur in personal, social and health education lessons. Girls show an awareness of how to contribute to community life by taking part in the fund-raising activities for charities.

The school promotes self-discipline. Behaviour is good. Girls are polite, friendly and respectful. Relationships between staff and girls are very good. Rewards and sanctions are in place. Girls show a good understanding of right and wrong and what is fair. They are keen to resolve any problems. Through the appointed school council, girls learn to voice their opinions. They attend regularly and say that they are very

happy at school. Citizenship lessons promote their understanding of British institutions and public services as well as the wider world, humanitarian issues and their responsibilities. Girls have good understanding of the importance of healthy diets and regular exercise. They eat fruit and drink water but opportunities to participate in a daily fitness programme are limited.

At Jameah Girls' Academy, girls are well prepared for the future because they have well-developed personal and social skills. In addition to these, they have good attitudes to learning and make good progress in acquiring literacy and numeracy skills. The school teaches girls to appreciate diversity. They show good knowledge of their own culture, and learn to value others' ideas and traditions. Although their knowledge of different faiths and cultures is more limited, the school promotes racial tolerance and social harmony, for example through debate and role play.

## Welfare, health and safety of the pupils

The school's provision for the welfare, health and safety of its girls is inadequate overall. This is due to the lack of thorough risk assessment and a number of regulations not being met regarding the premises and accommodation, thus compromising the girls' well-being. Girls say that they feel safe at school. Intimidating behaviour is rare and they know they can turn to an adult if they need to. The imposition of sanctions in order to promote good behaviour is clear and consistent. There is a health and safety policy in place. The care taken to ensure that the girls are safe in different areas of the school and during school trips is not yet reflected in this and therefore the school has insufficient regard for DCFS guidance. Child protection procedures meet requirements. Fire safety is suitably managed and periodic checks are made on various equipment. The curriculum develops the girls' own awareness of health and safety effectively, but it does not provide them with sufficient time and resources to experience regular exercise. The school has not yet developed a three-year plan to fulfil its duties under the Disability Discrimination Act 2002.

## Suitability of the proprietor and staff

The headteacher is diligent in her recruitment and selection of staff. New applicants are fully checked for their suitability to work with children before their appointment is confirmed. These include enhanced checks with the Criminal Records Bureau. A single central register is compiled providing details of all requisite checks and the dates on which they were completed.

## School's premises and accommodation

The school's premises are inadequate in many respects. Some of the accommodation, for example the new ICT suite and the science laboratory, offers suitable learning environments and the school is working towards maximising their use. In other areas, the accommodation is cramped and not suitable. The size of

some classrooms is not adequate for the current class size and learning is inhibited, because the lack of space prevents active and more practical work. The level of maintenance and the standard of decoration in several areas are poor, for example resulting in uneven surfaces, loose stair carpet and faulty skirting boards, which are hazardous. The school is not able to provide evidence of the building having been certified as being safe, nor of having taken professional advice on the gaps between wall and floor in one or two of the classrooms. The medical room is too small, and is cold and inadequately equipped. Pupils' enjoyment at break times is limited due to the lack of an appropriate playground or access to outside space. With the exception of one Year 3/4 class which is provided with appropriately-sized tables and chairs, girls in the rest of the school sit on the floor for long periods of time, which is detrimental to their health and well-being as they mature. There are inadequate facilities for the hygienic serving and consumption of meals bought in from outside the school. Some parts of the school are not maintained in a clean and hygienic state, particularly the washroom and *Wudha* areas, used for ablution prior to prayer. The temperature of the classrooms is variable and one in particular is extremely draughty. The ventilation in some areas is also less than satisfactory. The school overcomes this in the hall area through the use of ceiling fans. The windows opening into some classrooms are hazardous. The school does not meet a number of the regulatory requirements for the adequacy of premises and accommodation.

## Provision of information for parents, carers and others

The provision of information for parents, carers and others is satisfactory. The school makes a range of information available and it is now clear in the prospectus that parents may request to see any of the school policies or receive information on the number of registered complaints made under the formal procedure in the preceding school year. However, the school only receives a very small number of complaints. Girls' parents receive bi-annual reports showing the progress their daughters are making and the results of any interim tests.

## Procedures for handling complaints

The procedure for handling complaints is clear and meets requirements. Some parents are uncertain of the procedure, although it does make it clear in the prospectus that this is available upon request.

## Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- ensure that the policy and procedures for the health and safety of pupils on activities outside of the school have regard to DCFS guidance (paragraph 3(2)(c))
- have regard for the DCSF guidance on the health and safety of pupils around school (paragraph 3(4)).

The school does not meet all requirements in respect of the premises and accommodation (standard 5) and must:

- provide evidence that the building complies with the Education (School Premises) Regulations 1999 (paragraph 5(c))
- give reasonable assurances that the premises have not been condemned by the Environmental Health Authority (paragraph 5(i))
- make sure that effective teaching always takes place by providing sufficient classroom space for active learning, by establishing thorough and robust systems of risk assessment and acting upon the findings, and by ensuring that all areas of the school are safe and do not compromise pupils' health or safety (paragraph 5(j))
- provide appropriate facilities for pupils who are ill (paragraph 5(l))
- make sure that food is hygienically transported, served and consumed (paragraph 5(m))
- maintain classrooms and all parts of the school, including washrooms and *Wudha* areas, in a clean and hygienic state (paragraph 5(n))
- make sure that every room is heated and ventilated adequately and without compromise to pupils' safety (paragraph 5(p))
- provide appropriately-sized furniture and fittings for the age range of the pupils at the school (paragraph 5(r))
- ensure that stair carpet is properly fitted and that appropriate non-slip flooring is provided in the wash areas (paragraph 5(s))
- make appropriate arrangements for providing pupils access to outside play and recreational space (paragraph 5(t)).

In order to comply with the requirements of the Disability Discrimination Act (DDA) 2002 the school should devise a three-year accessibility plan.

## What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- provide girls with more aspirational targets, particularly in Key Stage 3
- ensure that activities always give a good level of challenge and ensure that the girls are not listening for too long in lessons
- improve the provision for PE
- develop cross-curricular links to broaden the curriculum, particularly with regard to the use of visits and ICT.

## School details

Name of school	Jameah Girls' Academy
DCSF number	856/6015
Unique reference number	133349
Type of school	Junior and Secondary
Status	Independent
Date school opened	2001
Age range of pupils	7-16
Gender of pupils	Girls
Number on roll (full-time pupils)	Girls: 155      Total: 155
Annual fees (primary)	£1,600
Annual fees (secondary)	£1,720
Address of school	33 Woodhill Leicester Leicestershire LE5 3SP
Telephone number	01162 627745
Fax number	No fax
Email address	jameah_girls@btconnect.com
Headteacher	Mrs Patel
Proprietor	Mr Imran Lunat
Reporting inspector	Jane Melbourne HMI
Dates of inspection	4-5 December 2007