

# Jamiatul Ummah School

Independent school standard inspection report

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Reporting inspector	Israr Khan

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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, 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.<sup>1, 2</sup>

## Information about the school

Jamiatul Ummah School is an independent secondary school for boys from the age of 11 to 19 years. It is located in the Shadwell Ward of the London Borough of Tower Hamlets. Established in 1997 in order to meet the educational needs of Muslim boys in Greater London, the school has 173 students on roll. None have a statement of special educational needs. The school aims to provide pupils with the opportunity to recognise and reach their full potential and thus make significant contributions to the wider multicultural society of Britain. While most of the students on roll have a Bangladeshi heritage, admission to the school is open to students from all religions and cultures. The school was last inspected in September 2004.

## Evaluation of the school

Jamiatul Ummah provides an outstanding quality of education. Students make outstanding progress and achieve very highly, because they are taught outstandingly well. Students' behaviour is excellent and their spiritual, moral, social and cultural development is outstanding. The school meets its aims exceptionally well and parents and students express a high level of satisfaction with the school's work. Safeguarding procedures are sound. The school has made excellent progress since it was last inspected and now complies with all but one of the regulations for independent schools.

## Quality of education

Jamiatul Ummah provides its students with an outstanding curriculum which integrates Islamic education and all subjects from the National Curriculum except music. The broad and balanced curriculum and other planned activities meet the range of needs and interests of students very well. Students study almost the full range of National Curriculum subjects in Key Stage 3 and this is supplemented by a number of Islamic sciences as well as Arabic and Bengali.

Provision in the science subjects, mathematics and information and communication technology (ICT) is a strength of the school and leads to exceptional progress for

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<sup>1</sup> [www.opsi.gov.uk/acts/acts2002/ukpga\\_20020032\\_en\\_14#pt10-ch1-pb4-l1g162](http://www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162)

<sup>2</sup> [www.opsi.gov.uk/ACTS/acts2005/ukpga\\_20050018\\_en\\_15#sch8](http://www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8)

students. The Arabic curriculum is also a particular strength of the school. The policies, planning and management of the curriculum are well developed and ensure that students receive a well-balanced and suitably broad spectrum of studies. In contrast to work in other subjects, the breadth of activities in art lessons is limited and the school misses some opportunities to explore the rich artistic heritage of the Islamic world. Schemes of work ensure that there is challenge for the most-able pupils and support for those with difficulties in learning. There is a sense of enjoyment in students' work across all curriculum areas. The outcome of this is that students develop their intellectual skills and become increasingly flexible and independent in their learning. They are helped to become well-rounded individuals who are knowledgeable about a wide range of issues. The curriculum includes a strong citizenship programme which incorporates personal, social and health education. A variety of extra-curricular activities is offered. Students have regular trips overseas to a diverse set of destinations as well as residential visits to rural environments in the United Kingdom. The careers guidance provided to students is of high quality. Students receive well-judged advice and assistance to prepare them for their future.

The school has widened the range of educational resources since the last inspection, most notably in ICT, and ensures that learning resources fully meet the demands of the curriculum.

The quality of teaching and assessment is outstanding. The weaknesses observed during the last inspection have been completely eradicated. Many lessons are outstanding and all are at least good. They enable students to learn new skills and gain knowledge quickly. The good subject knowledge of the staff is deployed wisely to ensure that highly motivated teachers are working in their areas of expertise.

Lessons are planned consistently well, linking previous learning with new learning, so that students are prepared for the work ahead. Well-structured lessons which focus on learning objectives hold students' attention. Teachers are highly skilled in using challenging open questions so that students are encouraged to develop their learning. Students display outstanding attitudes to learning, ensuring maximum benefit from the teaching. As a result, outstanding progress is made in lessons. The teaching is characterised by a variety of styles and teachers are not afraid of taking risks with lesson content and teaching approaches to ensure that rapid learning and enjoyment of lessons are combined. The confident use of ICT to enrich lessons across the entire curriculum is a particular strength of the teaching. This was demonstrated well in an English lesson where the life of Shakespeare was explored through a multi-modal presentation.

Of particular note is that students take a number of GCSE examinations a year early. Most unusually, Arabic examinations are taken a year early by all students. The confidence with which Arabic is spoken by students was demonstrated in an outstanding role play session in one of the lessons. The progress made in each subject from the point of entry in Year 7 to the end of Year 11 is outstanding in

almost every subject and is never less than good. In the sixth form, students' results in AS and A level examinations also demonstrate outstanding progress. Students' performance is improving over time across all subjects.

Teachers make very good use of the detailed assessment data which the school gathers, so that the level of challenge for students is well matched to their prior learning. In this way students' learning builds systematically as they move through the school. Assessment records are focused and detailed so that teachers and students can clearly see the progress being made. Students are fully aware of their targets which are set for learning in each subject. They are clear about what they have to do to achieve their targets and grades. Their progress is closely tracked and intervention strategies are employed as soon as a student gives any indication of underperformance. There are structured systems in place to assess students' learning and monitor their progress. Students understand exactly how to improve in their subjects through constructive marking and the use of improvement targets. The high expectations set by the school act as strong motivators to students' excellent performance.

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

Provision for students' spiritual, moral, social and cultural development has improved since the last inspection and is now outstanding. The school is strengthened by the range of cultures among students and staff. Students show a great deal of respect to all adults as well as each other. Teachers are held in high esteem and this underlies the success of the school. High levels of attendance reflect students' attitudes to learning and their enjoyment of school life. While the religious curriculum underpins students' spiritual and moral development, teachers of all subjects contribute to their excellent conduct and character.

Regular reminders about the deeper purpose of life make a positive impact upon the development of students' spirituality, self-knowledge, self-esteem and self-confidence. Consequently, students' morals, behaviour and attitudes to learning are outstanding.

The comparative religions component of the citizenship curriculum ensures that pupils have a sound knowledge of the multi-faith nature of British society and it includes lessons about public institutions and services in England. Prominent members of the wider community including politicians such as the former Home Secretary, as well as leaders of other faiths, have visited the school. Students benefit from the opportunities to meet such individuals. Visits to the Houses of Parliament and places of worship of other faiths are made. This aids community cohesion and promotes tolerance. Students show great respect to members of the teaching staff who represent other religions and cultures.

## **Welfare, health and safety of pupils**

The provision for students' welfare, health and safety is good. Staff show a high level of care and concern for students. Teachers build excellent relationships which promote students' enjoyment of school. Staff deal swiftly and effectively with any rare instances of bullying. A clear behaviour policy defines rewards and sanctions.

Fire safety equipment is monitored effectively and regular fire practices are held and recorded. Portable electrical appliances are tested regularly. Students have few accidents and staff have undertaken the required first-aid training. Appropriate child protection training has been undertaken by all staff and they are aware of the procedures required to record concerns. Policies have been updated and identify the designated person responsible for safeguarding students. Risk assessments for educational visits and records of accidents and incidents are made. Recruitment procedures fully comply with requirements. Healthy eating is encouraged by the curriculum but students and parents express some appropriate concern that lunches provided by the school are not always the healthiest of options. The school has prepared an access development plan which meets the requirements of the Disability, Discrimination Act 1995, as amended.

## **Suitability of staff, supply staff and proprietors**

Recruitment procedures at the school are sound. All the necessary checks are carried out on staff prior to confirmation of their employment and are recorded in a single central register. The school meets all the relevant regulations.

## **Premises and accommodation at the school**

The school is housed in a purpose-built, listed Victorian building. Spacious classrooms with high ceilings are brightened by displays of students' work. A mosque on site used by the wider community for afternoon prayers is carefully supervised to ensure that the security of the school is not compromised.

The facilities of a public park opposite the school are used for recreation, with suitable risk assessment and supervision. A medical room has been put in place since the last inspection. Heating, lighting, ventilation and flooring are adequate. However, with crumbling plasterwork and a wide range of age-related dilapidation, the school is in poor decorative order. There are plans to replace the building with an 11-storey centre that would considerably enhance the facilities available to students and the wider community. This is presently being negotiated with the relevant conservation and planning authorities.

## **Provision of information**

A website supported by a detailed policies handbook provides clear and up-to-date information. Reports on student's progress are sent to parents twice a year and

parents' evenings are also held twice a year. A number of parents made very positive comments about the school in the parental questionnaire.

### **Manner in which complaints are to be handled**

The complaints procedure meets all of the requirements. The school has received no formal complaints in the previous academic year.

### **Compliance with regulatory requirements**

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.<sup>3</sup>

The school does not meet all requirements in respect of the premises of and accommodation at schools (standards in part 5) and must:

- ensure a satisfactory standard and adequate maintenance of decoration throughout the school site (paragraph 23(p)).

### **What the school could do to improve further**

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

- enrich the art curriculum by broadening the nature of activities students undertake
- improve the range of healthy options for school lunches.

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<sup>3</sup> [www.legislation.gov.uk/uksi/2010/1997/contents/made](http://www.legislation.gov.uk/uksi/2010/1997/contents/made)

## Inspection judgements

outstanding	good	satisfactory	Inadequate
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### The quality of education

Overall quality of education	✓			
How well the curriculum and other activities meet the range of needs and interests of pupils	✓			
How effective teaching and assessment are in meeting the full range of pupils' needs	✓			
How well pupils make progress in their learning	✓			

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils	✓			

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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## School details

<b>School status</b>	Independent
<b>Type of school</b>	Muslim secondary school
<b>Date school opened</b>	1997
<b>Age range of pupils</b>	11–18 years
<b>Gender of pupils</b>	Boys
<b>Number on roll (full-time pupils)</b>	173
<b>Annual fees (day pupils)</b>	£2,250 - £3,000
<b>Address of school</b>	56 Bigland Street London E1 2ND
<b>Telephone number</b>	020 7790 7878
<b>Email address</b>	admin@jamiatulummah.org.uk
<b>Headteacher</b>	Mr Abdur Rahman Madani
<b>Proprietor</b>	Mr A K Maudood Hasan