

Inspection of Jamia Islamia Birmingham

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

Inspection dates: 2 to 4 July 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Sixth-form provision

Good

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

The school has markedly improved since its last inspection. The school is ambitious for each pupil and this now also includes their academic achievements. Most pupils achieve well.

The curriculum in place is well designed in key stages 4 and 5. However, this is not the case in key stage 3. The curriculum in this key stage does not always build on what pupils can already do.

The school provides strong pastoral care to pupils and relationships are positive. Pupils are welcoming, curious and respectful. They are proud of their school and attendance is very high. Pupils say that all staff care about them. Lessons are generally calm and free from disruptions.

The school's provision for pupils' character and personal development is now effective. Pupils have weekly personal, social, health and economic (PSHE) education lessons where they learn about values such as respect, kindness and tolerance. Pupils have a strong understanding of these values and say that everyone is equal regardless of their faith or background. Furthermore, all pupils complete a citizenship GCSE at the end of Year 11. Pupils are well prepared for life in modern Britain.

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

The school offers a curriculum that is split into two parts. The first one is faith-based, which pupils complete every morning. The second is academic, which includes a good range of subjects. The academic curriculum in most subjects is well structured and clearly identifies the knowledge pupils should learn, especially in key stage 4. As a result, pupils achieve well. This is not always the case in key stage 3. Here the precise learning is less clear. This means that staff are not always sure what to teach and when. Consequently, pupils do not always build on their previous learning.

Assessment is generally used well to identify what pupils have learned. However, this is not consistent. Some teachers do not routinely find out what pupils can and cannot do in lessons. This means that sometimes teachers move pupils on to learning before pupils are ready to do so. When this happens, some pupils do not get the help they need to catch up and their learning slows.

Staff overall have good subject knowledge. They present learning in an engaging way and adapt their teaching when needed. However, sometimes teachers' explanations lack clarity. This can cause confusion for pupils and their learning slows. Leaders know this and are working to support staff.

The sixth-form provision is good. The school offers the subjects that students want to take up based on their individual career choices. The curriculum in all subjects is

well designed and consistently leads to students knowing more and doing well. Students are very complimentary of their sixth form and attend regularly. They take on numerous leadership roles and act as role models to their younger peers. Students receive good advice about possible careers. As a result, all move on to appropriate next steps.

The school provides a calm and orderly environment. There are high expectations for pupils' conduct. Pupils consistently meet these expectations. Pupils behave well and show respect and positive relationships are commonplace. Pupils enjoy their school. They show this through very high attendance. All describe the school as a community.

The school has thought carefully about the programme to broaden pupils' personal development. The PSHE curriculum and enrichment opportunities ensure that pupils learn about what it means to be a citizen in modern Britain. Leaders focus intensively on pupils' character development within the Islamic faith while also ensuring that pupils have a strong understanding of and appreciation for other faiths and cultures. As a result, pupils confidently speak about tolerance and acceptance. Pupils benefit from careers education that is being strengthened further. Currently, pupils have limited access to impartial advice. Nonetheless, they are well prepared for their next steps in education, training or employment.

Leaders and proprietors know their school well. They have worked effectively to address weaknesses previously identified. Currently, there is not yet a systematic approach to evaluating the effectiveness of all aspects of the school. This means that they do not know which strategies are effective and which are not.

All staff are proud to work at the school. They say that leaders are mindful of their well-being and considerate of their workload. Staff are unanimous in their praise for leaders.

The proprietors ensure that the independent school standards are consistently met. They have made sure that the school meets the requirements 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 curriculum for key stage 3 is not as developed as it could be. This means that staff often do not know what precise knowledge to teach and when. The school should ensure that the curriculum in all phases clearly identifies the precise knowledge and skills pupils should learn and in what order.

- Not all staff use assessment, especially formative assessment, consistently well to find out what pupils can do. This means that teachers often move learning on before pupils are ready to do so. This slows their learning and limits their achievement. The school should ensure that all staff use assessment consistently well to identify what pupils can and cannot do.
- Pupils have limited access to impartial careers advice. This means that some pupils are not always aware of all of the possible routes available to them. The school should make sure that all pupils have access to impartial careers advice and guidance.
- The school does not currently have a system in place to systematically check on the effectiveness of their actions. This means that leaders do not always know what strategies and systems work and which do not. The school should ensure that they have a system in place to evaluate the effectiveness of all aspects of the school.

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

Unique reference number	134571
DfE registration number	330/6106
Local authority	Birmingham
Inspection number	10342045
Type of school	Other independent school
School category	Independent day 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	130
Of which, number on roll in the sixth form	22
Number of part-time pupils	0
Proprietor	Jamia Islamia Birmingham Limited
Chair	Rezaul Haque
Headteacher	Shuhud Mahmood
Annual fees (day pupils)	£2,200
Telephone number	0121 772 6400
Website	www.jamia.bham.sch.uk
Email address	headteacher@jamia.bham.sch.uk
Date of previous inspection	14 to 16 February 2023

Information about this school

- Jamia Islamia is an independent Islamic school for boys aged 11 to 19.
- The last standard inspection of the school took place in February 2023. At that time, the school's overall effectiveness was judged to be requires improvement. A progress monitoring inspection took place in February 2024.
- There are currently no pupils with special educational needs and/or disabilities enrolled in the school.
- A new headteacher was appointed on 27 June 2024.
- Pupils study Islamic studies in the mornings and national curriculum subjects in the afternoons. Students in the sixth form continue their Islamic studies and also study mathematics, information technology, business studies and physics.
- 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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- 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 the headteacher, the deputy headteachers and other senior leaders. The lead inspector held a meeting with the proprietor body, including the chair who is also the chair of governors for the school. Meetings were held with curriculum leaders and other staff.
- Inspectors carried out deep dives in these subjects: English, mathematics, PSHE and geography. Inspectors also visited the school's faith-based education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors observed pupils' behaviour and interactions during lessons and at breaktimes and lunchtimes and spoke to pupils during the inspection.
- 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.

- Inspectors considered responses to Ofsted Parent View, and the free-text responses received during the inspection. The lead inspector considered the responses to Ofsted's staff and pupil surveys.

Inspection team

Bianka Zemke, lead inspector

His Majesty's Inspector

Gwen Onyon

Ofsted Inspector

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His Majesty's Inspector

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