

Jameah Academy

49 Rolleston Street, Leicester, Leicestershire LE5 3SD

Inspection dates

10–12 October 2017

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| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Outstanding |
| Outcomes for pupils | Good |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is a good school

- The proprietors and senior leaders have ensured that the school meets the requirements of the independent school standards.
- The good quality of teaching is based on teachers' strong subject knowledge and accurate understanding of individual pupils' starting points.
- The headteacher and senior leaders have high expectations of pupils' achievement. They set challenging targets for pupils' progress. Pupils enjoy and respond well to the challenge.
- Leaders and teachers assess pupils' progress effectively. Their recent analysis of assessment information shows that the great majority of pupils make good progress.
- The personal development of pupils is outstanding. They are prepared well for life beyond school through excellent careers guidance and a curriculum that enables them to achieve well in GCSE examinations.
- Pupils' spiritual, moral, social and cultural development equips them well for life in modern Britain. The older girls are ambitious to continue into further and higher education, to enter employment and to contribute to society.
- Pupils' excellent attitudes to learning and respectful behaviour make a strong contribution to their learning and achievement.
- The overwhelming majority of parents believe that their children are taught well, are well looked after and safe.
- The school has made strong recent progress as a result of improved arrangements for checking quality, and planning for further development.
- Governors have an excellent understanding of the school's strengths and areas for improvement. They support senior leaders and hold them to account effectively.
- Pupils' progress accelerates as they move through Years 7 to 11. The effective use of time and pupils' rates of progress are less consistent in the primary department.
- The majority of teachers make excellent use of their questioning skills to deepen pupils' understanding and improve their confidence to communicate orally. This strength is not consistent across all subjects and year groups.
- Senior leaders are aware of the need to share with all staff the findings of their increasingly accurate school evaluation.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Make greater use of the best practice in the school to ensure that all teachers, in each year group
 - have consistently high expectations about how much progress pupils should be expected to make each year
 - make effective use of time during all lessons to continuously extend pupils' knowledge and depth of understanding
 - increase the depth of oral questioning to develop pupils' reasoning skills, the development of their ideas and their ability to communicate confidently.

Inspection judgements

Effectiveness of leadership and management

Good

- Senior leaders have high expectations of teaching quality and of the standards that pupils achieve. These expectations are seen in the quality of teaching and learning across a wide range of subjects. Their success arises from strong teamwork among leaders and staff.
- Pupils show respect for their teachers and appreciate the support and encouragement that they receive. They demonstrate mature attitudes to learning and the desire to achieve high standards in external examinations. Their behaviour is exemplary and makes a strong contribution to their academic success.
- Governors and senior leaders are ambitious for continuous improvement. They work closely together and share an accurate understanding of the strengths of the school. Senior leaders' observations of teaching and learning and scrutiny of pupils' work have a strong impact on the overall standards that pupils achieve. Staff value the opportunities provided to take part in additional training, including improving their teaching qualifications.
- Staff who completed the inspection questionnaire believe that the school is well led and managed and that they are well supported in their work.
- Leaders keep the curriculum under continuous review. They have ensured an appropriate balance between national curriculum subjects and Islamic studies. Pupils appreciate the recent extension of humanities subjects to GCSE level, and the opportunity to develop their understanding and skills in art. Firm plans are in place to enable pupils to take part in competitive sports activities with other schools.
- Staff provide a stimulating and valuable range of opportunities for the spiritual, moral, social and cultural development of pupils. Throughout the school there is strong evidence of the promotion of British values. Pupils are increasingly well prepared to enter further and higher education and they aspire to ambitious careers. Pupils particularly value extensive opportunities to take part in work experience, to visit careers fairs and local colleges, to meet with representatives of various public services and to prepare effectively to contribute to the wider community.
- Pupils have a good understanding of equality of opportunity. They contribute maturely, for example, to the discussion of prejudice arising from racial and cultural differences or sexual orientation.
- The school's arrangements for self-evaluation and planning for development are extensive. However, they are not sufficiently systematic or well recorded to ensure that lessons learned are shared consistently across the staff.
- Senior leaders, supported effectively by the governing body, demonstrate the capacity for further improvement.

Governance

- The work of the governing body is increasingly effective. Since the previous inspection of the school, they have supported school leaders well to address unmet standards. They have ensured that all the independent school standards are met.
- The governors contribute continuously to the improvement of the school. They have a secure understanding of the quality of teaching and of the examination successes achieved by pupils. They express ambition for the growth of the school and how this may be achieved.
- The governing body has ensured that the premises and accommodation at the school are of a high standard and suitably equipped to support effective learning.
- The governing body holds senior leaders to account for the standards achieved by pupils. They value and encourage the commitment of senior leaders and seek continuously to ensure that suitable staff are appointed and trained to a high standard.
- Members of the governing body attend regular training events relevant to their work, for example sessions on 'holding the headteacher to account' and 'using data to raise achievement'. They also make effective use of external expertise to further develop their understanding of the independent school standards and how to implement these in the school.

Safeguarding

- The arrangements for safeguarding are effective. Senior leaders and staff are trained effectively to understand the risks to which pupils may be exposed, including risks associated with online safety, sexual exploitation and radicalisation.
- Senior leaders are meticulous in their efforts to ensure that the school's safeguarding policy and procedures have regard to the latest statutory guidance. The school has an up-to-date safeguarding policy displayed on the school website.
- The school has systematic and comprehensive arrangements to ensure the health, safety and welfare of pupils. Routine checks on fire safety and arrangements for the recruitment of suitable staff contribute effectively to the safety and protection of pupils.

Quality of teaching, learning and assessment

Good

- Teachers have good subject knowledge, they enjoy teaching and plan effectively to motivate pupils and make sure that they work hard. Teachers share the high expectations of senior leaders that all pupils can succeed. Pupils state that they enjoy the high levels of challenge in their work.
- The quality of teaching is good across all subjects and supports pupils to make good progress in national curriculum subjects, Arabic and their Islamic studies. Teachers mostly ensure that time is used well and that pupils learn effectively throughout the day. The extent of pupils' progress accelerates as they move from primary to secondary departments, particularly as they study for their GCSE examinations.
- Teachers have a good understanding of pupils' starting points and use these well to make sure that each individual pupil is challenged to make suitable progress. Year 10 pupils in

mathematics are presented with a variety of tasks on a similar theme to ensure that all can achieve success. They enjoyed, for example, the challenge of solving linear equations, with the knowledge that quadratic equations awaited them.

- Teachers carefully check pupils' work throughout lessons, particularly through the use of effective questioning. Pupils, for example, in Year 11 English extended the breadth and depth of their interpretation of language used in the short story about Blind Bill. They responded well to continuous questioning from the teacher, requiring them to explain and justify their answers.
- Pupils in Year 10 science demonstrated rigorous learning and high skill levels in response to probing questioning from their teacher. Pupils in Years 3 and 4 English improved their use of punctuation in response to challenging tasks and the teacher's questioning.
- Pupils also learn through effective team work. Pupils, for example, in Year 5 information technology, supported each other well as they developed their understanding of online safety. Similarly, pupils in Year 8 and Year 10 citizenship took part in enthusiastic discussion and teamwork as they considered stereotypes and prejudice respectively.
- Teachers demonstrate a strong commitment to challenging stereotypes and promoting equality of opportunity. This is evident in discussions, for example in English and citizenship, and in the variety of wall displays in corridors and classrooms.
- Pupils respond well to the oral and written feedback that they receive. They state that teachers constantly help them to identify how they may improve their work. Pupils appreciate how available teachers are to help them improve and to answer their questions.
- Teachers use homework appropriately to extend pupils' learning. They reinforce new learning and encourage pupils to prepare for the next steps in each subject. Pupils are eager to find out more and to present comprehensive answers to questions. Parents, in their responses to Ofsted's Parent View questionnaire, are very positive about the information they receive about their children's progress.
- All staff place an appropriate emphasis on the development of reading, writing and speaking skills. Pupils enjoy making oral presentations but are not always as confident when answering questions aloud in class. The majority of teachers provide good opportunities for them to improve their skills.
- Senior leaders have recently introduced new arrangements for the regular assessment of pupils' knowledge, understanding and skills. Teachers use these arrangements well to identify those areas of work in which pupils show good understanding and skills. This also contributes effectively to their planning for future learning. Information from these assessments is improving senior leaders' awareness of the extent to which pupils are meeting or exceeding their individual progress targets.
- Occasionally, particularly in the primary department, there is insufficient urgency in teaching, and learning is not always challenging enough. There is some variation in teachers' use of effective questioning skills to extend and deepen pupils' reasoning and understanding. As a result, there is some inconsistency in the extent to which pupils make the progress of which they are capable.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. The majority of pupils have excellent attitudes to learning. Older pupils are particularly confident and proud of their achievements. They value highly the opportunities that the school provides.
- Pupils show respect for the ideas and views of others. They respect each other and listen well in group discussions. Over time, they develop the confidence to share their views and to ask questions.
- Pupils develop a good understanding of how to study and learn effectively. They are keen to present their ideas and to deepen their knowledge.
- Older pupils speak particularly highly about the quality of careers guidance and their preparation for future study and employment. They are prepared well for the next stage of their education and eager to succeed in higher education and future employment.
- Pupils speak knowledgeably about the risks they may meet in society. They have a comprehensive understanding of e-safety and have contributed to awareness-raising with their parents. The school invites regular visitors, for example from the police service and the local community, to develop pupils' understanding of how to ensure safe lifestyles.
- Pupils understand the risks which they may meet in the wider community. They talk intelligently about the risks associated with racism, sexual exploitation, radicalisation and online abuse. They appreciate the openness with which staff encourage them to discuss their personal views and values.
- The school provides excellent support for individual pupils who may experience anxiety or mental health concerns. It works closely with the support services of the local authority to provide suitable care and treatment.

Behaviour

- The behaviour of pupils is outstanding. Their conduct in classrooms and around the school is exemplary. There is no low-level disruption or distraction from learning. Their self-discipline is outstanding.
- Pupils respect their teachers and other adults in the school. They value the respect shown to them and the care with which staff treat them.
- Attendance is in line with the national average. There is no recorded unauthorised absence and there are no persistent absentees. Pupils enjoy coming to school.
- The whole school is committed to the prevention of bullying. The majority of pupils have witnessed no bullying and they are confident that staff would treat any incidents very seriously.
- Parents state unanimously that behaviour is excellent. Pupils agree.

Outcomes for pupils

Good

- Pupils make strong progress throughout their years in the school. The great majority meet the ambitious Year 11 targets set for them. GCSE results are above the national average and, for the majority of pupils, represent good or better progress.
- Current pupils' progress in all subjects accelerates in the secondary years of the school. Progress is less consistent in the primary department but sound foundations are laid for future examination success.
- At the end of Year 6, pupils' attainment is mostly close to or above the national average. All pupils take GCSE examinations in all national curriculum subjects studied. Their results at the end of Year 11 represent good progress and, for a number of pupils, excellent progress.
- Pupils make strong progress in English and mathematics. In 2017 all pupils in Year 11 achieved a good pass or better in English language and literature. Almost all achieved a similar standard in mathematics and at least one science subject. These results in core subjects were strongly supported by pupils' successes in information and communication technology, citizenship, history, Urdu and Arabic.
- The school's curriculum now enables pupils to prepare for the English Baccalaureate. Pupils' average attainment in these subjects was above the local and national averages in 2016. Final outcomes for 2017 are yet to be published by the government.
- The most able pupils make excellent progress with A* and A grades achieved in almost all subjects studied. Pupils are rightly proud of their achievements.
- The very small number of pupils with special educational needs make progress appropriate to their ages and starting points.
- Pupils write extensively and their spelling and grammar are accurate. Standards of literacy and numeracy are above average for their age throughout the school. Occasionally, pupils in the primary department are not challenged sufficiently to demonstrate their numeracy skills in their work.
- Pupils of all ages read widely and with enthusiasm. One pupil represented the views of others when she stated, 'the school fuels our passion for reading'. All pupils reach standards of reading which are in line with or above expectations for their age. This enables them to approach demanding texts and examination questions with confidence. Their ability to read the Quran in Arabic illustrates the breadth of their learning.
- Pupils are prepared well for the next stage of their education. All leavers in 2017, for example, progressed to A level studies or to an Alimah course in Islamic studies. A number of pupils move on to study at degree level in British universities and to take up careers in a range of professions. There were no pupils who left the school with no employment or further education.

School details

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| Unique reference number | 133349 |
| DfE registration number | 856/6015 |
| Inspection number | 10039184 |

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.

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| Type of school | Other independent school |
| School category | Independent school |
| Age range of pupils | 7 to 16 |
| Gender of pupils | Girls |
| Number of pupils on the school roll | 186 |
| Number of part-time pupils | 0 |
| Proprietor | Jameah Academy Ltd |
| Chair | Sajeda Mulla |
| Headteacher | Erfana Bora |
| Annual fees (day pupils) | £1,950 to £2,300 |
| Telephone number | 0116 262 7745 |
| Website | www.jgacademy.org.uk |
| Email address | jameah.girls@jgacademy.co.uk |
| Date of previous standard inspection | 6–8 October 2015 |
| Previous progress monitoring inspection | 31 January 2017 |

Information about this school

- Jameah Academy is an independent day school for girls aged seven to 16 years.
- The school was registered as an independent school in 2001 and moved to its current premises in September 2015.
- Since the last standard inspection, a new headteacher and deputy headteacher have been appointed. The previous headteacher has become the assistant headteacher.

- There are very few pupils with special educational needs and/or disabilities. None has an education, health and care plan or a statement of special educational needs.
- No pupils are in the early stages of acquiring English.
- The school offers the national curriculum for key stages 2 to 4 alongside Islamic studies.
- The school does not make use of any alternative provision to contribute to the curriculum.

Information about this inspection

- The inspectors observed learning in a number of national curriculum and Islamic studies subjects, across the full age range of the school. They looked at samples of pupils' work in English, mathematics, science and a range of additional subjects.
- The inspectors held meetings with representatives of the governing body, the headteacher, senior and middle leaders, and teaching staff. These meetings considered the school's arrangements for checking the quality of the curriculum, teaching, learning, academic results and the safety of pupils.
- The inspectors held discussions with a number of pupils in the primary and secondary departments of the school. They considered responses to Ofsted's Parent View questionnaire submitted by 45 parents, and 24 questionnaires completed by staff.
- The inspectors scrutinised a number of school policies, procedures and records of evidence in order to check the school's compliance with the independent school standards.

Inspection team

David Young, lead inspector

Ofsted Inspector

Paul Copping

Ofsted Inspector

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Manchester
M1 2WD

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