

School inspection report

21 to 23 January 2025

Jameah Academy

49 Rolleston Street

Leicester

Leicestershire

LE5 3SD

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	4
RECOMMENDED NEXT STEPS	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	6
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	8
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	10
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	12
SAFEGUARDING	13
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	13
SCHOOL DETAILS	14
INFORMATION ABOUT THE SCHOOL.....	15
INSPECTION DETAILS	16

Summary of inspection findings

1. Governors and school leaders ensure that the school promotes its core values of spirituality, tolerance, resilience, initiative, virtue and exploration effectively and meets the Standards.
2. The school has a clear development plan which sets priorities for the development of pupils' educational experience in keeping with the aims and ethos of the school. The school offers a broad and suitable academic curriculum which incorporates Islamic studies and spiritual reflection.
3. Since the previous inspection, leaders have expanded the GCSE curriculum through the introduction of options such as business studies and computing. However, the school provides relatively few opportunities for senior pupils to develop their interests and skills through recreational clubs and activities.
4. Teaching enables pupils to make good progress. Results at GCSE are consistently above national averages. Pupils, including those who have special educational needs and/or disabilities (SEND), typically perform well in relation to their starting points.
5. Leaders have high expectations and are ambitious for their pupils. A carefully planned and suitable careers programme is provided in line with the nationally available benchmarks.
6. Leaders and staff promote positive behaviour effectively. Pupils are friendly, polite and well behaved. The school effectively encourages pupils in leadership roles to take their responsibilities seriously so that they are mature and articulate in suggesting how the school could develop its provision.
7. Admission and attendance procedures are suitable. However, at the start of the inspection, the attendance policy did not reflect current statutory guidance. Leaders rectified this during the inspection.
8. School leaders know their pupils well and maintain close liaison with families so that they are aware of those issues which might potentially give rise to concern. Complaints are handled promptly at an early stage.
9. Leaders work effectively with external agencies and have ensured that staff are well trained in safeguarding procedures. The school provides pupils with mentors in whom they can confide, and wellbeing boxes have been introduced to encourage pupils to share concerns. However, the school does not ensure that pupils' confidence to share any worries with a trusted adult is as secure as possible.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- develop the cross-curricular provision for senior pupils to better support their development of a wide range of interests and skills
- ensure that the attendance policy consistently reflects the current statutory guidance
- further develop the confidence of pupils in sharing with trusted adults any worries that they might have.

Section 1: Leadership and management, and governance

10. Leaders have appropriate skills and knowledge and undertake regular training to support the effective fulfilment of their roles. Leaders ensure that staff are also trained and supported effectively through thorough induction and an individualised appraisal system.
11. Governors and school leaders share a clear vision for the active promotion of pupils' wellbeing through the integration of the school's values of spirituality, tolerance, resilience, initiative, virtue and exploration (STRIVE) into its curriculum. Leaders communicate the school's aims and ethos effectively to staff, pupils and parents. The school's aim to provide for both pupils' spiritual and academic development is reflected in an extended curriculum which allows pupils to develop their understanding and practice of Islam alongside all required areas of learning.
12. Leaders' school development planning is informed by their detailed knowledge of the needs of pupils and has resulted in the continued development of pupils' educational experience since the previous inspection, such as through the introduction of new option subjects at GCSE and enhanced enrichment opportunities for pupils in the primary phase.
13. Leaders have identified respect and resilience as key themes for pupils' personal development, and oracy as a key academic skill to develop. They promote these effectively across the school.
14. Leaders maintain effective links with external agencies. For example, they liaise with children's services effectively when required. Leaders utilise available training from the local authority, and the safeguarding team liaises with safeguarding partners when required. Leaders also liaise with external professionals to help support pupils who have SEND when appropriate.
15. Governors meet regularly with the school's senior leadership team and maintain close oversight of the suitability and effectiveness of the school's provision and procedures, including those relating to the curriculum, safeguarding and safer recruitment. This oversight ensures that the school meets the Standards.
16. Leaders ensure that the requirements of the Equality Act 2010 are met and that no pupils are discriminated against. The school implements a suitable accessibility plan.
17. Leaders understand risk and manage risk assessment effectively. Suitable risk assessments are in place for the school's premises, activities, and educational trips and visits. These risk assessments identify appropriate control measures to mitigate the potential risks that have been identified. Staff with specific responsibilities for risk assessment receive appropriate training. Governors monitor risk assessments effectively.
18. Leaders and governors work closely with the local community and with parents. The school maintains regular contact with parents via an online parental communication platform. All parents are invited to attend an annual parents' meeting and receive twice-yearly reports about their children's progress. School policies and all other required information are made available on the school's website.
19. Leaders address any parental concerns through dialogue with parents at the earliest opportunity, in line with the school policy. This is effective in resolving complaints appropriately. Leaders maintain a suitable record of complaints received and how the school has responded to them.

The extent to which the school meets Standards relating to leadership and management, and governance

20. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

21. The curriculum covers all required areas of learning and is appropriate to the ages and aptitudes of pupils. In addition to schemes of work based on the national curriculum and GCSE studies, pupils have a broad education in Islamic studies. Curriculum planning provides continuity between the primary and secondary phases so that, for example, there is a whole-school approach to the progressive development of vocabulary. Values such as the importance of mutual respect are embedded in the school's STRIVE programme which runs throughout the curriculum and provides a structured framework that links knowledge, skills and character development.
22. Leaders evaluate the effectiveness of teaching and learning carefully, using observations from learning walks and scrutiny of pupils' work to identify areas for development. For example, their evaluation has led to the development of a whole-school approach to developing oracy in lessons. Teaching develops pupils' language and oracy skills effectively. Teachers utilise a well-chosen range of reading resources and allocate time to develop pupils' language and literacy skills. As a result, pupils develop into mature readers and enthusiastic creative writers.
23. Teachers have good subject knowledge and know their pupils well. They plan and adapt their teaching to meet pupils' needs. Teachers provide frequent oral feedback which enables pupils to make good progress. For example, in Arabic lessons, constant feedback from teachers encourages pupils to make rapid progress in the acquisition and application of grammatical concepts. Teachers encourage pupils to become reflective learners. In art, teachers' individual feedback throughout the drafting process encourages pupils to reflect on their progress and to persevere in the creative development of their ideas.
24. A suitable framework for evaluating pupils' work, including through teacher, peer and self-assessment, is in place. Teachers provide pupils with clear feedback about their work so that they understand how to improve it further. Teachers provide senior pupils with success criteria sheets which enable them to identify individual targets for improvement, and in madrasah lessons pupils keep a record of their progress against their personal learning goals. Pupils in GCSE years are articulate in their analysis of how they can improve on their examination performance.
25. The performance of pupils in public examinations is consistently above national averages, with high levels of achievement in science and citizenship. At GCSE, pupils of all abilities, including those who have SEND, make good progress from their starting points.
26. Leaders carefully monitor the progress of the very few pupils who have SEND or speak English as an additional language (EAL). Teachers work closely with parents and pupils to agree effective individual learning plans which identify targets and specify the support measures, such as additional tuition in revision techniques, that are required to achieve them.
27. Whilst opportunities for co-curricular enrichment activities are limited in the secondary phase, the recreational provision for younger pupils enables them to collaborate in activities such as calligraphy, clay work and drama, developing their skills in creative thinking, independent learning and self-motivation. However, the co-curricular programme for senior pupils is limited and does not support their development of a wide range of interests and skills as effectively as possible.

The extent to which the school meets Standards relating to the quality of education, training and recreation

28. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

29. Leaders have created a supportive school environment that promotes pupils' emotional wellbeing through structured approaches to personal development, spiritual growth and emotional support. Leaders focus on pupils' mental health and emotional wellbeing through a variety of channels, including lessons, assemblies, form-time activities and an open-door policy for pupils to discuss any concerns that they might have. Staff relate to pupils in a warm and encouraging manner that supports their self-confidence and helps them display resilience when meeting any difficulties.
30. Pupils learn about a range of different religions and faiths and conduct their own research about them. Leaders set time aside to accommodate pupils' religious observances.
31. The personal, social, health and economic (PSHE) education programme is comprehensive and includes guidance to pupils about how to support their own mental and physical health and emotional wellbeing. For example, the programme includes information about the importance of healthy eating and the dangers of smoking and substance abuse. The programme makes use of workshops from external providers including the fire service and the police to enhance pupils' understanding of topics such as fire awareness and personal safety.
32. Leaders consult appropriately about the relationships and sex education (RSE) programme. This programme uses a framework that both respects Islamic beliefs and reflects current statutory guidance. Pupils follow a syllabus that develops pupils' understanding of how to maintain healthy and respectful relationships.
33. The physical education (PE) programme is well-structured, with clear skills progression and regular assessment. The syllabus develops pupils' skills in areas such as handball, basketball, volleyball, athletics and teamwork. Pupils show considerable enthusiasm for physical activities.
34. Leaders and staff maintain supportive, respectful relationships with pupils and convey clear behavioural expectations. Posters and displays throughout the school promote positive values and attitudes. Younger pupils are clearly motivated by the new house-based points system for good behaviour. As a result, pupils are well behaved, polite and friendly. Leaders apply rewards and sanctions fairly and maintain suitable logs of any behavioural incidents that occur. They have initiated a new tracking system to support the identification of potential trends.
35. The approach to bullying is robust. Leaders and staff teach pupils about the nature and harmful consequences of bullying. Leaders respond effectively to the few bullying incidents that occur, including by providing suitable support for pupils affected.
36. Pupils are well supervised throughout the school day and staff are always available to provide pupils with any support needed. Staff also supervise pupils effectively as they arrive at and leave the school premises.
37. Leaders champion the importance of regular attendance and punctuality effectively. The school informs the local authority of any pupils who join or leave the school at non-standard times of transition. However, while the admission and attendance registers are maintained appropriately, the

attendance policy available at the start of the inspection did not reflect the requirements of current statutory guidance. Leaders amended this policy during the course of the inspection.

38. Leaders and governors maintain effective oversight of the school's health and safety and fire safety measures and regularly review provision to that the premises and accommodation are suitably maintained. All required checks and maintenance are carried out, including on fire safety equipment. A suitable fire risk assessment is in place. The school carries out regular fire evacuation drills.
39. First aid is administered in a timely and competent manner. Staff are appropriately trained and records of any treatment are well maintained.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 40. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

41. The school develops pupils' social skills effectively. Pupils learn to engage successfully in collaborative learning experiences, including mixed-age group activities, that enable them to learn how to share, negotiate courteously and offer each other constructive support.
42. Activities such as the school-wide 'culture day', where pupils celebrate their own cultural background, and 'inter-faith day', where pupils collaborate to research the religion and traditions of diverse cultures, encourage pupils to take a global perspective and develop their appreciation of different cultures and beliefs. In PSHE, a carefully planned curriculum enables pupils to develop their understanding of a topic such as differing attitudes to migration in an increasingly complex and nuanced manner. Leaders and staff ensure that any discussions with political content are conducted fairly and impartially.
43. The school actively promotes fundamental British values, such as those of individual liberty and the rule of law, through the embedding of the school's STRIVE values throughout the curriculum. Pupils understand the democratic process and apply it to school experiences such as the election of form captains. The school participates in the 'learn with the Lords' scheme to explore British democracy and the workings of Parliament, and pupils use props and role play to further develop their understanding of how government bills are passed into law.
44. The school develops pupils' sense of responsibility towards others effectively. Pupils engage in charitable activities such as organising clothing collections and fundraising bake sales. Members of the school's environmental society encourage their peers to adopt environmentally friendly behaviours such as recycling, switching off lights and walking to school.
45. The PSHE programme includes a 'money matters' theme that develops pupils' basic understanding of finance, supported by effective use of workshops and resources from financial institutions to further develop their economic awareness and understanding. The curriculum enables pupils to apply what they have learnt. For example, in geography, pupils apply their economic and moral understanding to the theme of disaster relief by reflecting on how they would allocate relief funds.
46. A methodically mapped citizenship curriculum ensures that pupils develop their moral awareness. In lessons, the youngest pupils are encouraged to consider how they can personally demonstrate the quality of mercy whilst older pupils explore the topic of law and order, including through visits to the Justice Museum and the local youth courts. Citizenship lessons incorporate reflections on the news of the day, which teachers utilise to enable pupils to consider different perspectives on world events.
47. Leaders promote female leadership through the inclusion of examples of contemporary female role models throughout the curriculum. The school seeks to develop pupils' leadership skills through, for example, the school council, which delivers assemblies on topics such as online safety, and by providing pupils with roles such as house captains, who motivate peers to participate in school academic and sporting competitions.
48. Leaders are ambitious for pupils and encourage them to think broadly about future pathways. School leaders take advantage of opportunities to develop careers provision through a specialist

online platform and a well-established programme of work experience is in place. Teachers provide individual advice to Year 11 pupils on their choice of courses and colleges for further education, and pupils attend a careers fair organised by local sixth-form colleges. Year 6 pupils participate in a city-wide scheme which develops their life skills through workshops on topics such as personal safety, peer pressure and road safety, preparing them for the transition to secondary education.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

49. All the relevant Standards are met.

Safeguarding

50. Leaders promote a robust culture of safeguarding, ensuring that pupils feel safe at school. The safeguarding policy and procedures are effective and in line with current statutory guidance.
51. Governors are appropriately trained in safeguarding and governance responsibilities, with members of the governing body undertaking additional safeguarding training in relation to topics such as the role of the designated safeguarding lead and online safety. Governors review the school's annual safeguarding audit to assess the effectiveness of the school's safeguarding arrangements.
52. An appropriate induction process ensures that all staff have thorough training in safeguarding and a secure knowledge of the school's safeguarding procedures as well as the expectations of the staff code of conduct. This training is updated at regular intervals to make staff aware of any changes to statutory guidance. Staff understand their safeguarding responsibilities and the procedures to report any concerns, including those relating to adults working with pupils. Members of the safeguarding team receive additional training to equip them for their role.
53. Leaders with designated safeguarding responsibilities respond effectively to any safeguarding issues that arise. They liaise closely with relevant external agencies, act promptly upon any advice received, and, when required, refer safeguarding concerns on to the appropriate agencies. Leaders maintain suitable records of safeguarding concerns and the school's responses to them.
54. The school leadership provides pupils with a mentor to whom they can talk and ensures that pupils know who they can approach if they have any worries. However, the school does not ensure that pupils' confidence in sharing any concerns with trusted adults is as secure as possible.
55. The school teaches pupils how to keep themselves safe, including when online. Pupils are made aware of the dangers posed by radicalisation and extremism. Staff have received training about the 'Prevent' duty and have a confident understanding of their responsibilities. Suitable filtering and monitoring systems are in place and tested regularly.
56. Leaders ensure that appropriate safer recruitment checks are made prior to staff and governors working at the school. These checks are recorded accurately in a suitable single central record (SCR) of appointments.

The extent to which the school meets Standards relating to safeguarding

- 57. All the relevant Standards are met.**

School details

School	Jameah Academy
Department for Education number	856/6015
Address	Jameah Academy 49 Rolleston Street Leicester Leicestershire LE5 3SD
Phone number	0116 2627745
Email address	Jameah.girls@jgacademy.co.uk
Website	http://jameahgirlsacademy.com
Proprietor	Jameah Academy Ltd
Chair	Ms Sajeda Mulla
Headteacher	Ms Fatima Patas
Age range	5 to 16
Number of pupils	240
Date of previous inspection	3 to 4 February 2022

Information about the school

58. Jameah Academy is an independent Islamic day school. It was founded in 2001 and is registered as a single-sex school for female pupils. The school is owned by Jameah Academy Ltd. A board of governors oversees the work of the school. The current headteacher was appointed in September 2023.
59. The school has identified a very small proportion of pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
60. The school has identified English as an additional language (EAL) for a very small proportion of pupils.
61. The school states its aims are to empower pupils to strive and succeed in spiritual and academic excellence through the promotion of the school's core values of spirituality, tolerance, resilience, initiative, virtue and exploration.

Inspection details

Inspection dates

21 to 23 January 2025

62. A team of three inspectors visited the school for two and a half days.

63. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair of governors
- discussions with the headteacher, school leaders and other members of staff
- discussions with pupils
- discussions regarding learning support
- visits to facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

64. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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