

# Inspection of Jamiatul Uloom Al Islamia

364–370 Leagrave Road, Luton, Bedfordshire LU3 1RF

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Inspection dates: 7 to 9 June 2022

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| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education | <b>Good</b> |
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| Behaviour and attitudes | <b>Good</b> |
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| Personal development | <b>Good</b> |
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| Leadership and management | <b>Good</b> |
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| Overall effectiveness at previous inspection | Good |
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| Does the school meet the independent school standards? | <b>Yes</b> |
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## **What is it like to attend this school?**

Pupils are proud of their school. They appreciate the small family atmosphere. It strengthens their sense of belonging and being well cared for. Pupils thrive and are happy. Parents and carers agree. Parents comment that that their child looks forward to going to school every day.

Leaders and staff have high expectations of all pupils. They share the same vision for pupils to become successful, active participants in British society. Pupils value the opportunity to study the wide range of subjects on offer, including the Islamic curriculum. This curriculum is well designed to provide a golden thread that is woven through pupils' learning. Pupils become 'well-rounded individuals'.

Pupils behave very well. They are well mannered and polite. Pupils are respectful towards each other and enjoy positive relationships with their teachers. Pupils willingly lend a hand to help their peers if needed. Pupils consider that bullying hardly ever occurs. They are confident that adults will listen to any concerns and provide the support required.

Pupils speak enthusiastically about different activities they enjoy beyond the academic curriculum. They are very excited about the planned end-of-year trip to an amusement park.

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

Leaders have developed an ambitious curriculum. They have mapped out what they want pupils to know and remember. The planned curriculum is broad and rich. Pupils are provided with the experiences they need to prepare them well for the next stage of their education.

In a few subjects, such as mathematics and history, pupils do not think as deeply as they could about their learning. Teachers do not provide enough opportunities for pupils to explain or apply their knowledge. This means that some pupils do not gain the subject knowledge they need across the whole curriculum.

Teachers are confident in the subjects they teach. Teachers' explanations are clear. They recap and revisit learning regularly. This ensures that pupils are secure in what they have learned before. Teachers demonstrate new ideas to pupils that builds on what pupils have learned previously. Teachers carefully check what pupils have remembered. They use this information to address any misunderstandings pupils may have.

Leaders ensure that pupils read well, so that they can fully access the curriculum. Staff identify pupils who find reading difficult. They provide extra support to help pupils improve their confidence. Pupils have access to a range of high-quality texts and books. They often enjoy reading using electronic devices. Pupils make

suggestions about the books they like to read and discuss. They are confident and accurate readers who are developing a love of reading.

Currently, the school does not have any pupils with special educational needs and/or disabilities (SEND). Leaders know how to identify and support pupils with SEND. Teachers make regular checks on pupils' progress. They know how to adapt their plans so that pupils who struggle access the same learning as their peers.

The school environment is calm and purposeful. Pupils are enthusiastic learners. They are attentive and willingly contribute their views and ideas in lessons. Pupils are proud of their work and take time and effort to present their work neatly. The school's Islamic ethos permeates through leaders' expectations and pupils' positive relationships.

Leaders provide pupils with opportunities to learn about different careers. The advice they receive is well considered and impartial. Teachers support pupils in applying to college or for apprenticeships.

Pupils enjoy the well-planned personal, social, health and economic education programme. Pupils learn about relationships and sex education as required. Leaders ensure that pupils understand about diversity and are prepared for life in modern Britain. Pupils in the school council help to plan different events, such as raising funds for different charities. Some of the events are in their early stages of implementation. Some pupils have not experienced opportunities that help develop their interests and talents.

The proprietor knows the school well and works alongside trustees effectively. They check the actions taken by school leaders. They provide a robust level of challenge and support. Leaders have addressed the recommendations given at the previous inspection and made the necessary improvements to the quality of education. There are procedures in place for the proprietor to systematically check that the independent school standards are consistently met.

The premises are well maintained, clean and appropriately resourced. The outdoor space provides pupils with opportunities for fresh air and exercise at breaktimes. School policies, including those related to safeguarding, are in place. They are available for parents on the school's website.

Leaders have created a cohesive team. Staff aim to provide the best opportunities for pupils' academic and personal success.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding has a high priority. Leaders have developed a strong culture to ensure that pupils are safe at school. Staff receive frequent training that is specific and helps them understand the risks pupils face in the locality. Adults understand

their responsibilities well and know what to do if they have concerns about pupils' safety or welfare. Leaders make pre-employment checks on staff so that suitable adults work with pupils.

Pupils understand how to keep themselves safe. They know and understand the possible dangers when using the internet and how to keep safe when online.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- In a few subjects, some pupils do not develop a deep understanding of the subject knowledge they need. There is more work needed to help all pupils apply their knowledge in their learning. Leaders should ensure that teachers provide more opportunities to ensure that pupils develop a secure understanding of everything that they study to achieve well across all subjects.
- Leaders' promotion of pupils' personal development is in the early stages. Leaders know what they want to do and are working towards these aims. However, not all pupils have enough opportunity to develop their talents and interests. Leaders should ensure that all pupils participate in a wide range of experiences to fully promote their personal development.

## **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.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

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| <b>Unique reference number</b>             | 134805   |
| <b>DfE registration number</b>             | 821/6006   |
| <b>Local authority</b>                     | Luton  |
| <b>Inspection number</b>                   | 10210115   |
| <b>Type of school</b>                      | Other independent school                                     |
| <b>School category</b>                     | Independent school   |
| <b>Age range of pupils</b>                 | 11 to 16   |
| <b>Gender of pupils</b>                    | Boys   |
| <b>Number of pupils on the school roll</b> | 78   |
| <b>Number of part-time pupils</b>          | 0  |
| <b>Proprietor</b>                          | Mohammed Gulab Miah  |
| <b>Chair</b>                               | Mohammed Gulab Miah  |
| <b>Headteacher</b>                         | Mohammed Ali   |
| <b>Annual fees (day pupils)</b>            | £2,500   |
| <b>Telephone number</b>                    | 01582 595 535  |
| <b>Website</b>                             | <a href="http://www.jamialuton.org">www.jamialuton.org</a>   |
| <b>Email address</b>                       | <a href="mailto:info@jamialuton.org">info@jamialuton.org</a> |
| <b>Date of previous inspection</b>         | 10 to 12 October 2017  |

## Information about this school

- There is a new sole proprietor of the school since the previous inspection.
- The current headteacher was appointed in November 2017.
- The school does not make use of any alternative provision.
- The school has no pupils with SEND or who have an education, health and care plan.

## 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.

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

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in English, mathematics, computing and modern foreign languages. Inspectors met with staff, visited lessons, looked at pupils' work and spoke with pupils about their learning. Inspectors also considered other subjects across the curriculum.
- Inspectors spoke with the headteacher, other senior leaders, subject leaders and staff. An inspector spoke with the proprietor, who is also the chair of governors. Inspectors spoke with pupils and observed their interactions during breaktimes.
- Inspectors checked the school's compliance with the independent school standards.
- Inspectors checked the school's safeguarding policies and procedures. They checked the school's recruitment practices and the school's single central record. Inspectors met with leaders, staff and pupils to check the effectiveness of safeguarding.
- Inspectors scrutinised documents, such as school policies, risk assessments, school improvement plans, and behaviour and attendance records.
- Inspectors considered the responses to Ofsted Parent View, including 14 free-text comments. There were no responses to the staff or pupil surveys.

## Inspection team

Steve Mellors, lead inspector

Her Majesty's Inspector

Kay Leach

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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