

# Jamia Islamia, Hijaz College

Independent school standard inspection report

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

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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 college's suitability for continued registration as an independent school.<sup>1, 2</sup>

## **INFORMATION ABOUT THE COLLEGE**

Jamia Islamia, Hijaz College is an Islamic boarding school located on a large rural site in countryside north of Nuneaton. It was founded by Hazarat Allama Peer Muhammad Abdul Wahab Siddiqi in 1996. Its aim is to become 'a centre of excellence offering Muslims worldwide an opportunity to acquire the highest level of education within the intellectual dynamics and spiritual framework of Islam'. It also aims to provide boys with 'a balanced Islamic and secular education'. The college's religious ethos is Sunni and Sufi based, although the religious books taught are traditional. The college is registered for 81 students and there are currently 62 students between 11 and 19 years. None of the students have a statement of special educational needs. The majority of students are boarders, with a minority of boys who live locally attending on a daily basis. The college received its last full inspection of education in November 2007. The college's boarding provision was last inspected by Ofsted's Children's Directorate in April 2009. There was no inspection of boarding at the same time as this college inspection.

## **EVALUATION OF THE COLLEGE**

The overall quality of education is satisfactory. As a result of good curricular provision and satisfactory teaching, students make satisfactory progress in their learning. The college meets its aims of providing a balanced Islamic and secular education and has improved well since the last inspection; this is because of the strong commitment and determination of the headteacher and staff. The college has remedied all the previous failures and now meets all the regulations. Procedures for safeguarding students and to ensure their welfare, health and safety are good. The college's excellent Islamic spiritual framework results in outstanding spiritual, moral, social and cultural development and outstanding behaviour.

## **QUALITY OF EDUCATION**

The curriculum is good. It meets the range of needs and interests of students well. Improvements since the last inspection include the quality of planning and development of aesthetic and creative experiences. All regulations are now met. The

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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)

curriculum policy is firmly supported by appropriate plans and schemes of work. The curriculum includes English, mathematics, science, information and communication technology (ICT), geography, history, art, citizenship, Arabic, Urdu and Islamic studies. The college provides GCSE courses in a range of subjects. Performance at GCSE level was slightly disappointing last year because a small number of students did not achieve the number and range of GCSE's predicted. However, from their starting points, these students made satisfactory academic progress.

Provision for physical education is good. Students enjoy the opportunities provided in the gymnasium, all-weather sports area and grassed football pitch.

The college has satisfactory arrangements for careers guidance. An officer from Connexions attends the college several times within the academic year and provides personal support and careers guidance which the students value.

The college has a broad programme for learning through educational visits. This marks another improvement since the last inspection and provides enrichment to the curriculum. For example, students recently went to see a performance of Shakespeare's *Macbeth* to support their GCSE coursework. Other visits include a science museum and an art gallery to support cultural development. These visits are highly valued by students, who say, for example that 'the good number of educational visits make learning more interesting by bringing subjects to life'.

The programme of personal, social, health and citizenship education (PSHCE) is outstanding and a major strength of the college. Personal, social, health and citizenship education is extremely effective and results in outstanding personal development. It is taught through citizenship lessons and a planned programme of assemblies, as well as through science and Islamic studies. An excellent assembly was observed. There was pin-drop silence as students listened to the headteacher provide reminders about personal conduct and respect towards others. Students showed awe and wonder at the esteem with which Islam holds one's mother and that 'paradise lies at her feet'.

The college provides a broad range of Islamic studies, sports and personal study opportunities as after-college activities. The education and care staff work well together to ensure that residential students have a seamless 24 hour curriculum.

Islamic education is excellent. It makes an outstanding contribution to personal development and meets the college's aim of providing opportunities for students to acquire an in-depth understanding of the *Deen* (way of life). This includes Quranic studies and Hadith (accounts of what the Prophet did, said or approved of). There are also related topics such as Islamic jurisprudence and Sarf (morphology). Students have the opportunity to gain a diploma in Islamic theology and also memorise the whole Qur'an through the *Hifz-ul-Quran* programme. A number of students are making good progress in these areas of their learning.

Teaching and assessment are satisfactory. A number of new teachers have joined the college recently. In response to this, the headteacher has developed a good programme of induction, mentoring and training. This is well underway and is helping to rapidly improve the overall quality of teaching. Lessons are planned adequately to meet the full range of students' needs. This ensures that students make satisfactory progress in their academic learning. However, the most able students are not always sufficiently challenged in their work, to achieve as well as they can. There is good attention to developing reading, writing and numeracy. This makes a significant contribution to students' future economic well-being. Teachers use very good strategies for managing behaviour and encouraging students to act responsibly. The use of classroom resources to support learning is satisfactory. Class time is generally used wisely. However, a small number of teachers do not move the lesson on at a pace that is most challenging for students and maintains their interest.

Students are assessed shortly after admission through tests in English, mathematics and science. Students are then tested again in these subjects at the end of each term and records provide evidence that they are making satisfactory progress overall from their starting points. Students' workbooks are regularly marked and students are sufficiently informed about how well they do. However, opportunities to set future learning targets are occasionally missed.

## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT OF STUDENTS**

The students' spiritual, moral, social and cultural development is outstanding. Students are very pleased with the quality of education provided by the college. They especially appreciate the way the college helps them to develop into responsible and considerate young people. For example, representative views include 'the college is like a second home, care and college staff have helped me to stay away from bad things, work hard and do everything I can to live a good life that I can be proud of'. Students develop steadfast values of honesty, justice and fair play. They enjoy their learning and this is reflected in good attendance. Students respond very positively to the college's clear and consistent expectations about conduct. Adults provide excellent role models for students to base their own religious lives and social development. As a result of these factors, behaviour is outstanding.

Students display great respect for the individual's right to practice their religious belief or not to have a religious belief if they choose. They show extremely positive attitudes towards other cultures and relationships between different racial groups in college are excellent. Personal, social, health and citizenship education and visitors from the community, such as the emergency services inform students about public institutions and services. Personal, social, health and citizenship education includes much opportunity to learn about welfare, educational and political institutions. The college council provides students with excellent opportunities to develop their self-confidence, debating skills and to give their ideas for college improvement. Students also contribute to the college community through mentoring each other to learn

prayers and Hadith. Students value the many opportunities to lead whole college prayers. For example, one student delivered a lengthy and passionate sermon for everyone during the Friday (Juma) prayer.

## **WELFARE, HEALTH AND SAFETY OF STUDENTS**

The welfare, health and safety of students are good. The college has made strong improvements since the last inspection and resolved all the regulatory failures identified. Students feel very safe in college. Discussions and records concerning behaviour and sanctions provide evidence that bullying is not a significant issue. Students know what they should do in order to lead a healthy life style and physical education lessons give students many good opportunities for exercise and sport.

The college has all the required policies and procedures in place. Thorough risk assessment procedures highlight potential hazards in relation to the premises and activities and the college acts quickly to remedy any issues. A considerable amount of new building and maintenance work is currently underway and appropriate procedures are in place to manage potential risks. The school has a good quality child protection policy and this is reviewed regularly. The designated officer for child protection is well trained. Fire safety procedures, including risk assessment are effective. The college has a three year plan that fulfils its obligations under the disability discrimination act 1995, as amended.

## **SUITABILITY OF STAFF, SUPPLY STAFF AND PROPRIETORS**

The college has remedied the regulatory failures identified at the last inspection. Recruitment procedures are now rigorous. Careful attention is given to ensuring that all the required safeguarding checks, including Criminal Records Bureau (CRB) checks, are carried out on everyone. The college meets all regulations regarding staff checks and maintenance of the single central register.

## **PREMISES OF AND ACCOMMODATION AT THE COLLEGE**

The premises and accommodation enable students to learn safely and effectively. Students value the extensive grounds including outdoor sports provision and opportunities for long walks and relaxation. The college has remedied the issues at the last inspection including cleanliness, debris around the premises and safety matters relating to the building work that was going on at the time. Classrooms are of a good size and specialist facilities include an ICT room, library and science laboratory.

## **PROVISION OF INFORMATION**

The college provides all the required information for parents and carers through its website, prospectus, information pack and Open Day arrangements. The information provided is clear, accurate and up to date.

## **MANNER IN WHICH COMPLAINTS ARE TO BE HANDLED**

The college has a comprehensive process for handling complaints. Parents have access to a formal hearing with the governors if required.

## **COMPLIANCE WITH REGULATORY REQUIREMENTS**

The proprietor has ensured that the college meets all of the Education (Independent School Standards) (England) Regulations 2010, schedule 1.

## **WHAT THE COLLEGE COULD DO TO IMPROVE FURTHER**

While not required by regulations, the college might wish to consider the following points for development:

- Improve lesson planning in order to challenge fully the most able students in their work.
- Improve marking by ensuring that teachers always set future learning targets.
- Ensure that the pace of work in all lessons is challenging for students.

## 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 students		✓		
How effective teaching and assessment are in meeting the full range of students' needs			✓	
How well students make progress in their learning			✓	

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

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

### Welfare, health and safety of students

The overall welfare, health and safety of students		✓		
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## COLLEGE DETAILS

<b>College status</b>	Independent		
<b>Type of college</b>	Secondary Boarding		
<b>Date college opened</b>	September 1996		
<b>Age range of students</b>	11–19		
<b>Gender of students</b>	Boys		
<b>Number on roll (full-time students)</b>	Boys: 62	Girls: 0	Total: 62
<b>Number of boarders</b>	Boys: 59	Girls: 0	Total: 59
<b>Number of students with a statement of special educational needs</b>	Boys: 0	Girls: 0	Total: 0
<b>Number of students who are looked after</b>	Boys: 0	Girls: 0	Total: 0
<b>Annual fees (day students)</b>	£4,200		
<b>Annual fees (boarders)</b>	£4,500		
<b>Address of college</b>	Watling Street, Nuneaton CV11 6BE		
<b>Telephone number</b>	0247664 1333		
<b>Email address</b>	registrar@hijaz.co.uk		
<b>Headteacher</b>	Mr Tauqir Ishaq		
<b>Proprietor</b>	Trustees of Jamia Islamia		