

Manchester Muslim Preparatory School

Independent school standard inspection report

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Reporting inspector	Mohammad Ismail

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 school's suitability for continued registration as an independent school.^{1, 2}

Information about the school

Manchester Muslim Preparatory is an independent primary school which was established in 1994. The school is part of Manchester Islamic Educational Trust which also runs two other secondary schools nearby. The school is located in the Withington area of Manchester and it was last inspected in November 2004. The school makes provision for girls and boys aged between three and 11 years of age. At present there are 184 pupils on roll with 24 in the Nursery class and 25 in the Reception class in the Early Years Foundation Stage. The school receives nursery funding for 48 children. There are two pupils with a statement of special educational needs and there are no pupils who are at the early stage of learning English as an additional language. The school aims 'to create a caring, warm Islamic atmosphere within which pupils can develop to their full potential.'

Evaluation of the school

The school meets its aims by providing a good quality of education in a safe and friendly environment which enables its pupils to make good progress. The school's provision for spiritual, moral, social and cultural development and pupils' behaviour are outstanding. Its provision for safeguarding and for pupils' welfare, health and safety is good. The overall effectiveness of the Early Years Foundation Stage is outstanding. Since its last inspection the school has made some improvements in its provision for modern foreign languages and Islamic studies. The school meets all the regulations for its registration as an independent school. The school is well aware of its strengths and areas which could be improved further.

Quality of education

The school offers a good quality curriculum with some outstanding features, especially in the provision for basic skills including in English and mathematics. The school offers all subjects from the National Curriculum to successfully meet the academic needs of its pupils. There is a clear and detailed curriculum policy which is

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

supported by appropriate, good-quality schemes of work for each subject area. In addition, the curriculum includes a broad and balanced programme of Islamic studies which takes into account various Islamic subjects, such as *aqaaed* (beliefs), *adaab* and *akhlaq* (moral teachings) along with a study of the Qur'an with an outstanding provision for *tajweed* (the rule of recitation) which starts in the Early Years Foundation Stage. The Islamic studies provision appropriately meets the religious needs of the pupils to successfully prepare them for their future lives. The curriculum in Early Years Foundation Stage is outstanding.

There is a good-quality modern foreign languages programme which includes Arabic, French and Urdu. Learning targets are now set in the French schemes of work as recommended in the last inspection report and the school successfully improved its work on speaking and listening aspects in French. However, Arabic and Urdu schemes still lack clear learning targets for each year group as recommended in the previous inspection report.

The school's provision for personal, social and health education (PSHE) is good. It is offered as a discreet subject according to the school's Islamic ethos. The school offers physical education (PE) satisfactorily within its available resources. There is discreet provision for information and communication technology (ICT) and computers are well used to support the curriculum. There are various extra-curricular activities such as gardening, art and sewing clubs to enrich the curriculum. The school organises educational visits regularly to enhance the curriculum. Recent trips have included those to Saddleworth Museum, Manchester Art Gallery and Manchester Science Museum.

There are sufficient resources available for teachers and teaching assistants to ensure the effective implementation of the curriculum and to provide good quality support for pupils to meet their needs. The school has an excellent system to identify pupils with special educational needs and those with lower levels of ability so they can be provided with extra help. The requirements of pupils with a statement of special educational needs are appropriately addressed in the light of their statement. There is well-organised provision to identify gifted and talented pupils across the school although once identified, the resources to meet their needs fully are not as plentiful as they might be. The school enjoys good support from parents and the local community.

The school has established good links with other local schools in the area so that exchange visits can help pupils to broaden their understanding of the wider community. The school has identified appropriate secondary schools to support pupils' progression to the next phase of their education.

The quality of teaching and assessment is good. Most teaching is good and some is outstanding. Teachers use their professional skills well to plan and deliver their lessons. There is good quality lesson planning. Teachers mostly take pupils' learning needs appropriately into account in lesson planning and give them the right level of

work to match their abilities. Medium-term and short-term plans are in place. Teachers effectively ensure that their lessons link different subject areas of the curriculum. Teachers employ various methods and different activities to make teaching and learning enjoyable and interesting.

The whole school presents a family atmosphere where relationships between teachers and pupils are very good and pupils are regularly praised and encouraged to work hard. Pupils are confident and willingly express their view point and enjoy their lessons. They express their love and support for their school. They would like a bigger playground with better sport facilities; this element is already in the school development plan. Teachers are caring and supportive. They help each other and work well as a team. Teaching assistants are assigned to most classes to ensure teaching and learning is effective for all pupils. There is specialised teaching to help pupils with special educational needs. Teaching in the Reception class is outstanding. Here, teachers plan and deliver their lessons extremely effectively and involve children in different outdoor and indoor learning activities. The relationships between teachers and children are exemplary in the Reception class.

As result of good teaching with the five to 11 year olds, pupils are making good progress and some are doing extremely well. The school also has appropriately adapted national strategies to ensure that all pupils make particularly good progress in English and mathematics. There is an effective marking and assessment policy in place and pupils' work is marked regularly. Regular assessment cycles are in place. Overall, teachers use assessment information well to inform their planning. The school keeps parents well informed about their children's progress and reports to parents annually

Spiritual, moral, social and cultural development of pupils

The school's provision for pupils' spiritual, moral, social and cultural development is outstanding. Pupils' behaviour is outstanding. Students' attitudes to learning are very good. Their excellent attendance and high level of participation in lessons, as well as the pride they take in presenting their work, further demonstrates that they enjoy their education and love their school. They are extremely courteous and greet each other and the visitors. They respect their teachers and classmates. The children in the Reception class are also extremely well behaved and socially well developed.

The school assemblies and Islamic teachings involve reflections on pupils' behaviour which helps them to distinguish between right and wrong. Pupils are taught to take on different responsibilities and roles in the school which, along with the good provision for ICT and an excellent provision for the core subjects of English and mathematics, helps them to effectively prepare for their future lives. All pupils vote very competitively for their school council representatives which helps them understand the concept of democracy and their rights as individuals in society. They are encouraged to be responsible for their school uniform and school equipment.

They help others by raising funds willingly for charities and are given opportunities to be monitors and prefects.

Pupils learn about British history and British institutions in history and citizenship lessons. The school is regularly visited by the local police, fire and health services. Pupils come from diverse backgrounds and mix very well together which helps them to understand cultural diversity. The school effectively supports good community cohesion by highlighting different religious and cultural days during which external speakers representing other faiths and cultures are invited to talk to pupils. The school effectively prepare its pupils to understand the diverse makeup of British society. However, the school does not provide pupils with a broad range of opportunities to visit places of interest from cultures different to their own.

Welfare, health and safety of pupils

The provision for safeguarding pupils' welfare, health and safety is good and it is outstanding in the Early Years Foundation Stage. There is a suitable anti-bullying policy which is effectively implemented. The school successfully raises pupils' awareness about healthy food and healthy lifestyles with a policy which encourages pupils to eat fruit at break time. All the required safeguarding and safer recruitment policies are in place and all staff, including the designated child protection officer, are trained at the required level. Risk assessments meet the regulations. The school has a first aid policy and there are first aiders who are trained at the required level. The school has a fire risk assessment and all fire fighting equipment is regularly tested and staff are trained in fire safety. The school has created a three-year accessibility plan which meets the requirements of the Disability Discrimination Act 1995 as amended. The school's attendance and admission registers meet the regulations.

Suitability of staff, supply staff and proprietors

All required checks have been undertaken to ensure that all staff and the proprietors are suitable to work with children. The school maintains a single central register which meets the regulations.

Premises of and accommodation at the school

The premises and accommodation enable pupils to learn safely and securely. There are sufficient classrooms, an ICT room, a library and sufficient washroom facilities for the number of pupils on roll. There is a suitable outdoor play area for the school and an outdoor area for Early Years Foundation Stage. The school has plans to extend the Reception class area and to resurface the play area in the Early Years Foundation Stage to further enhance the quality of the provision.

Provision of information

The school meets all requirements by providing the necessary information to parents, carers and others through an up-to-date prospectus and a website. The school has an effectively implemented policy of reporting annually on pupils' progress to parents, carers and others. Almost all parents were very supportive of the school in their responses to the inspection questionnaires. However, some parents would like the school to offer a parents' evening at least twice annually.

Manner in which complaints are to be handled

The school has a complaints policy and a set of procedures, which meet all of the regulations. The school has taken steps to ensure that parents and carers are aware of these procedures.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage, quality of provision and outcomes are outstanding. Through a highly stimulating environment both inside and out, an excellent use of resources and the expert knowledge of teachers and teaching assistants, children are making outstanding progress in skills that will support them in the future. They are confident, articulate and enthusiastic in their learning and say they enjoy school and, as one child said, 'I love making collages and learning about "feely" words.'

Children demonstrate high levels of independence, concentration and inquisitiveness about the world around them and they are provided with a wide range of innovative opportunities to stimulate their creativity and self-awareness. For example, very effective use of ICT in the classroom supports their learning while a new Perspex wall and subject boxes support creative outdoor play. Lessons in both the nursery and reception classes are outstanding and well planned. Teachers offer a very broad range of tasks and learning opportunities that match children's needs and challenge them. Children show high levels of respect for each other and know how to share and cooperate as a team and when working together in small groups. Their behaviour is exemplary and reflects their enjoyment of learning and discovery. The excellent relationship they share with staff ensures that they are confident in raising any concerns they may have. The leadership and management are outstanding. The school's proactive approach to training, its rigorous planning and self-evaluation ensures the high quality and continuous development of the already outstanding provision. The school's strong links with parents and other agencies, and its high regard for safety, ensures that all the needs of all children are very well met.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').³

What the school could do to improve further

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

- further develop the schemes of work for Arabic and Urdu by setting clear learning targets for each year group
- improve the provision for gifted and talented pupils by providing all year groups with further resources to meet their needs
- provide more opportunities for pupils to develop their knowledge of different faiths and cultures by organising visits to different places of interest.

³ www.legislation.gov.uk/uksi/2010/1997/contents/made

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 pupils		√		
How effective teaching and assessment are in meeting the full range of pupils' needs		√		
How well pupils make progress in their learning		√		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	√			
The behaviour of pupils	√			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		√		
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The quality of the Early Years Foundation Stage provision

Outcomes for children in the Early Years Foundation Stage	√			
The quality of provision in the Early Years Foundation Stage	√			
The effectiveness of leadership and management of the Early Years Foundation Stage	√			
Overall effectiveness of the Early Years Foundation Stage	√			

School details

School status	Independent		
Type of school	Muslim day school		
Date school opened	1994		
Age range of pupils	3-11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 80	Girls: 104	Total: 184
Number on roll (part-time pupils)	Boys: 0	Girls: 0	Total: 0
Number of pupils with a statement of special educational needs	Boys: 1	Girls: 1	Total: 2
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£3,930		
Address of school	551 Wilmslow Road Withington Manchester Greater Manchester M20 4BA		
Telephone number	0161 445 5452		
Email address	admin@muslimprepschool.co.uk		
Headteacher	Mrs A Ali		
Proprietor	Manchester Islamic Educational Trust		