

# Al-Ikhlaas Primary School

Independent school standard inspection report

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DfE registration number	888/6042
Unique Reference Number (URN)	136098
Inspection number	364338
Inspection dates	24–25 January 2011
Reporting inspector	Mohammed Ismail

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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.<sup>1, 2</sup>

## Information about the school

Al-Ikhlaas is a Muslim Primary school for boys and girls aged 4 to 11 years. The school is situated in the Nelson area of Lancashire and it is owned by the Fountains of Knowledge which is a registered charity. The school was opened in January 2010 and it was registered in April 2010. This is the school's first inspection. Currently, there are 58 pupils on roll, including 12 four-year-olds in the Reception class; none of whom are in receipt of funding from the local authority. Almost all children are British of South Asian origin. There are no pupils with a statement of special educational needs or who speak English as an additional language. The school's curriculum is based on the National Curriculum with additional provision for Islamic studies. The school's aims include: 'to provide opportunities to develop social skills to enable children to work with others, to demonstrate a caring attitude towards others and to the world around them'.

## Evaluation of the school

Al-Ikhlaas provides a good quality of education which meets the needs of pupils and, as a result, they make good progress. The school meets its aims successfully by making good provision for pupils' spiritual, moral, social and cultural development, resulting in outstanding behaviour. The school's provision for safeguarding pupils and ensuring their welfare, health and safety is good. The school meets all of the regulations for registration as an independent school. The overall effectiveness of the Early Years Foundation Stage is satisfactory.

## Quality of education

The curriculum is satisfactory, with some good features. The school offers all subjects from the National Curriculum except music which has been replaced with the recitation of the Qur'an. The school meets the academic needs of its pupils. There is a detailed curriculum policy which is supported by appropriate, good quality schemes of work for each subject area of the National Curriculum. The school's

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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)

provision for basic skills is good. In addition, it offers a balanced programme of Islamic studies which includes various subjects, such as reading the Qur'an, a selection from the traditions of the prophet, beliefs, social and moral teachings. The school's provision for Islamic studies prepares its pupils successfully for their future lives. The curriculum in the Early Years Foundation Stage is satisfactory.

The school offers a satisfactory provision for information and communication technology (ICT). There is a small number of computers in each classroom; they are well used but pupils' access is hampered by the limited provision. Plans are in place to install more computers.

The school's provision for personal, social and health education (PSHE) is good. This is offered as a discrete subject as well as within the Islamic studies programme. The school provides physical education (PE) satisfactorily within its available resources. The provision of extra-curricular activities is limited but improving. There are plans for starting various extra-curricular activities such as gardening, art and sport clubs to enrich the curriculum. At present, some pupils take part in a boxing club which is organised during weekends. Pupils visit the local library regularly and a few educational visits were also organised last year. Plans are in place for more educational visits during this year to enhance the curriculum.

The school successfully identifies pupils with lower attainment or in need of extra help. Individual education plans are in place for such pupils to address their needs. 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 individual pupils' needs. As a result, pupils requiring extra help make good progress. However, there is no policy or provision to identify gifted and talented pupils in the school.

The school has established good links with other local Muslim and Christian schools in the area. Plans are in place for joint learning projects and an exchange of visits to help pupils to broaden their understanding of the wider community.

The quality of teaching and assessment is good overall. In most lessons teachers use their professional skills well to plan and teach their lessons. The quality of lesson planning is good. Teachers take pupils' learning needs and prior attainment appropriately into account in their lesson planning and give them the right level of work to match their abilities. Teachers link their lessons effectively with different subject areas of the curriculum. In most lessons, teachers adopt a variety of teaching methods and activities to make their lessons more enjoyable and interesting. In a satisfactory lesson most activities were teacher-led as a result teaching and learning was less enjoyable than in other lessons.

The whole school works as a team and the relationships between teachers and pupils are very good; pupils are regularly praised and encouraged to work hard. Pupils are confident and willingly express their views and enjoy their lessons. Teachers are

caring and supportive. Teaching assistants are assigned to all classes to ensure that teaching and learning are effective for all pupils. Teaching in the Reception class is satisfactory. Here, teachers plan and deliver their lessons appropriately and involve children in different outdoor and indoor learning activities. The relationships between teachers and children are very good in the Reception class.

As result of good teaching, almost all pupils are making good progress according to their prior attainment and a few high attaining pupils are doing very well. Pupils know their attainment levels in each core subject and their next target. The school follows the national strategies to ensure that all pupils make 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. Teachers use assessment to inform their planning effectively. The school keeps parents well informed about their children's progress and reports to parents annually. The school enjoys good support from parents and the local community. One parent commented in the pre-inspection questionnaire 'I wish I had had the opportunity to attend such a good school in my childhood.'

### **Spiritual, moral, social and cultural development of pupils**

The school's provision for pupils' spiritual, moral, social and cultural development is good. Pupils' attitudes to learning are very good and their behaviour is outstanding. Their attendance is excellent. They take part enthusiastically in classroom activities and show pride in their work. They express love for their school. They are extremely courteous and greet each other and visitors. They respect their teachers and classmates. The children in the Reception class are also well behaved and well developed socially.

The school prayers, assemblies and Islamic teachings reflect on pupils' behaviour which helps them to distinguish between right and wrong. There is an active school council which holds regular meetings. This helps pupils to understand the concept of democracy and that everyone is valued in society. The school's good provision for basic skills and the satisfactory provision for ICT help pupils to prepare effectively for their future lives. They are encouraged to help others by raising funds for charities and are given opportunities to help in school.

Pupils learn about British history and British institutions in English, history and citizenship lessons. The school is regularly visited by the local community leaders, and fire and health services. Pupils have the opportunity to work with another faith school to help them understand cultural diversity. The school supports good community cohesion effectively by inviting external speakers representing other faiths and cultures to talk to pupils. An increase in the range of off-site visits is planned to provide pupils with further 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 throughout the school, including in the Early Years Foundation Stage. There is a suitable anti-bullying policy which is implemented effectively. The school successfully raises pupils' awareness about healthy food and healthy lifestyles through 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 levels. 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, all fire fighting equipment is regularly tested and staff are trained in fire safety. The school has a toilet for disabled people and the building is accessible for wheelchair users. The school 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 an appropriate single central register of these checks.

## **Premises and accommodation at the school**

The premises and accommodation enable pupils to learn safely and securely. There are sufficient classrooms, an assembly hall and sufficient washroom facilities for the number of pupils on roll. There is a suitable outdoor play area for the school and an outdoor activity area for children in the Early Years Foundation Stage.

## **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 effective policy of reporting annually on pupils' progress to parents, carers and others. All parents were very supportive of the school in their responses to the pre-inspection questionnaires.

## **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 is satisfactory. All children enjoy themselves and feel safe. The ratio of adults to children is good and staff are appropriately qualified. Staff create an environment where children play happily and have plenty of space to move around. Play and learning activities are purposeful but mostly adult-led. Children play safely with a limited range of outdoor toys and resources. They settle well as staff greet them and make them feel welcome. They are confident and independent within the setting and know the routines which make them feel secure. Children develop their independence and self-care skills as they put on their own coats and put away their lunch boxes after meals.

The quality of provision is satisfactory. Planning is developing appropriately. The use of forward planning sheets allows staff to cater for group and individual learning needs and to evaluate the success of the provision. Children act as helpers as the need arises, which builds their self confidence and self-esteem. Children behave very well and learn to respect others. They learn how to keep themselves healthy and safe through discussions and physical activities. They also learn the importance of good personal hygiene, as part of a healthy lifestyle. Children are confident and self-motivated and are developing a variety of skills for the future. Children learn about the wider world through a selection of toys and resources that promote equality and diversity. Outcomes are satisfactory as children are making satisfactory progress in all areas of development.

The leadership and management of the Early Years Foundation Stage is satisfactory. Children are well safeguarded. The recording of parents' permission for the use of medicines in the case of emergency has still to be completed for all pupils. The relationships with parents are good and they are well informed about the work of the setting. Children's records of progress need to be improved further. Self-evaluation is accurate and shows that leaders understand how to improve the provision.

## **Compliance with regulatory requirements**

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

## **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 curriculum by improving ICT provision

- improve the provision for gifted and talented pupils by ensuring that they are consistently presented with challenging work.

#### Early Years Foundation Stage

- widen opportunities for children's learning by increasing outdoor resources
- provide a better balance between adult-led and child-initiated activities
- complete the record of parents' permission for the use of medicines in the case of emergency for all pupils
- improve the effectiveness of the assessment process.



## 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

<b>School status</b>	Independent		
<b>Type of school</b>	Muslim Day School		
<b>Date school opened</b>	January 2010		
<b>Age range of pupils</b>	4–11 years		
<b>Gender of pupils</b>	Mixed		
<b>Number on roll (full-time pupils)</b>	Boys: 31	Girls: 27	Total: 58
<b>Number on roll (part-time pupils)</b>	Boys: 0	Girls: 0	Total: 0
<b>Number of pupils with a statement of special educational needs</b>	Boys: 0	Girls: 0	Total: 0
<b>Number of pupils who are looked after</b>	Boys: 0	Girls: 0	Total: 0
<b>Annual fees (day pupils)</b>	£1,250		
<b>Address of school</b>	35 Norfolk Street Nelson Lancashire BB9 7SY		
<b>Telephone number</b>	01282 618899		
<b>Email address</b>	headteacher@al-ikhlaas.org.uk		
<b>Headteacher</b>	Mrs Khaleda Begum		
<b>Proprietor</b>	Fountains of Knowledge		