

Ayesha Community School

Independent school progress monitoring inspection report

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Reporting inspector	Michèle Messaoudi

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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 inspection was conducted at the request of the Registration Authority for independent schools in order to monitor the progress the school has made in implementing its action plan following the previous inspection.

Information about the school

Ayesha Community School serves the Muslim communities of North London. It is registered to admit up to 400 pupils from four to 16 years of age. There are currently 247 pupils on roll, nine of whom are in the Early Years Foundation Stage. There are no children receiving nursery funding. Pupils and staff have diverse cultural and ethnic heritages. Most pupils are bilingual and a few are at various advanced stages of learning English as an additional language. There are five pupils at the early stages of acquiring English in the primary school and none in the secondary school. There are no pupils with statements of special educational needs. The school opened in 2006 and the numbers on roll increased more than four-fold when it moved to its present, much larger, buildings in August 2009. These premises were formerly used as a primary school by the local authority and, more recently, by a college. The educational provision is a mix of Islamic and secular teaching. The school aims to 'provide a balanced quality education in a caring and nurturing environment with a view to creating responsible citizens of the future'. The school had its first inspection in June 2007.

Context of the inspection

The school was last inspected in February 2010 when it was found to have significant failings resulting in an inadequate quality of education and inadequate provision for pupils' welfare, health and safety. Its action plan and the proposed timescales to meet all the requirements were not evaluated. This is the first visit to the school to follow up its progress in implementing its action plan.

Summary of the progress made in implementing the action plan

At the time of the last inspection, although the curriculum was found to be satisfactory for most pupils, it was judged to be inadequate because it did not meet the needs of a significant number of pupils who were at early stages of learning English as an additional language. As a result, these pupils made inadequate progress. In response, the school set out its plan to develop a programme to assess and meet the needs of these pupils. It now implements a suitable framework to

identify the needs of these pupils and monitor their progress, while a tailor-made programme of studies equips them with the basic linguistic skills which they need to access the rest of the curriculum. Consequently, these pupils are now fully included in class work and make at least satisfactory progress.

The last inspection found that teaching was satisfactory but that the assessment of learning and the monitoring of progress were inadequate. The school planned to appoint a teacher mentor, to train all the teaching staff in the use of its assessment system and to monitor their practice. There is now a suitable assessment framework throughout the school that includes an appropriate range of tests to assess pupils' learning regularly. All teachers are involved in the monitoring of pupils' progress every term in Key Stages 1, 2 and 3, and every half term in Key Stage 4. Underachieving pupils are identified and are given additional support. The school is also in the process of implementing strategies to involve pupils in the assessment of their learning. In most classes, pupils are helped to understand what to do next to improve through constructive marking.

At the last inspection, teachers did not show a good understanding of the aptitudes, needs and prior attainments of the pupils and these were not sufficiently taken into account in the planning of lessons. As a result of the school's implementation of its action plan, most teachers now show a good understanding of pupils' prior attainment and needs which they gain from termly or half-termly progress reviews and ongoing assessments. The information from assessments is used with increasing effectiveness to inform teachers' planning throughout the school, particularly in Key Stages 1, 2 and 4. However, this practice is still inconsistent, particularly in Key Stage 3. Many teachers were appointed recently and not all are sufficiently informed of Key Stage 3 pupils' prior attainment and aptitudes to plan work that matches their needs closely. Consequently, this requirement is not met fully.

The last inspection found that not all staff had received up-to-date child protection training and that none had received appropriate first-aid training to assist the youngest pupils. The designated persons for child protection have since refreshed their training at the appropriate level and a rolling programme ensures that all staff refresh theirs at the required intervals. Two full-time members of staff have received training in first aid with paediatric qualifications.

The school failed to carry out all the required checks on all staff to confirm their suitability to work with children and to record these checks in a single central register in the proper manner. The school now has robust recruitment procedures and it maintains its single central register of staff checks properly.

The previous inspection found that the school did not inform parents, carers and others of particulars of educational and welfare provision for pupils with statements of special educational needs and for pupils for whom English is an additional language. This information is now provided in the school's admission and curriculum policies, both of which are made available on request.

Compliance with regulatory requirements

As a result of this inspection, the school must take action to meet The Education (Independent School Standards) (England) Regulations 2010¹ ('the Regulations'), as follows.

- Ensure that all staff are sufficiently informed of Key Stage 3 pupils' prior attainment and aptitudes and use this information to plan work that matches pupils' needs effectively (paragraph 3(d)).

¹ www.legislation.gov.uk/uksi/2010/1997/contents/made

School details

School status	Independent
Type of school	Muslim day school
Date school opened	1 March 2006
Age range of pupils	4–16
Gender of pupils	Mixed from 4 to 11 Girls from 11 to 16
Number on roll (full-time pupils)	247
Number of pupils who are looked after	0
Annual fees (day pupils)	£3,000
Address of school	10a Montagu Road Hendon London NW4 3ES
Telephone number	020 3411 2660
Email address	info@ayeshas.org
Principal	Mr Shakil Ahmed
Proprietor	Mr Shakil Ahmed