

Ad-Deen Primary School

Independent school standard inspection report

DfE registration number	317/6079
Unique Reference Number (URN)	136004
Inspection number	361452
Inspection dates	19–20 January 2011
Reporting inspector	Sue Frater HMI

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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

Ad-Deen Primary School in Ilford, Essex, is an independent Muslim day school. It opened in September 2009. The school provides for up to 40 boys and girls aged from three to 11 years of age. There are currently 42 pupils on roll, including 23 children in the Early Years Foundation Stage. Children in the Nursery attend either in the morning or afternoon. None of the children have received nursery funding to date or have been granted exemption from the Early Years Foundation Stage. The school does not admit pupils with special educational needs and/or disabilities. Almost all pupils are of Pakistani origin and speak English as an additional language, although few are at an early stage of speaking English. The first language for most pupils is Urdu. Pupil mobility is higher than in most schools. The school aims to develop an Islamic personality for each child, to select the best of the characteristics in teachers and parents, and to impart valuable social skills in pupils with accordance to the *Sunnah* (practices of the Prophet). This is the first inspection of this new school.

Evaluation of the school

The school provides a satisfactory quality of education. The satisfactory curriculum promotes satisfactory teaching and assessment which lead to satisfactory progress for all pupils. The school meets its aims in that pupils' spiritual, moral, social and cultural development is satisfactory and their behaviour is good. Procedures for safeguarding pupils and their welfare, health and safety are satisfactory. The overall effectiveness of the Early Years Foundation Stage is good. While the school meets most regulations and has addressed a number that were not met at the time of its registration, some are still not met.

Quality of education

The curriculum is satisfactory. While it is not extensive or enhanced by a range of extra-curricular activities, it is balanced, enables the school to meet its aims, and prepares pupils appropriately for their next school. The curriculum covers Arabic and Islamic studies which focus mainly on learning about the Prophets, literacy,

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

mathematics, science, information and communication technology (ICT), physical education, geography, history, art and design. Citizenship and personal, social and health education (PSHE) are covered in assemblies and in subjects such as science. Children in the Nursery and Reception classes follow the statutory Early Years Foundation Stage curriculum. Less-able pupils and those for whom English is an additional language are supported appropriately by teaching assistants. The curriculum is supported by suitable schemes of work, although those for citizenship and PSHE are limited. The curriculum is enhanced by a limited number of educational visits, for example to the 1001 Muslim inventions exhibition at the Science Museum and to Regents Park Mosque. The school makes good use of the local park for physical exercise and some pupils attend the after-school club in martial arts.

The quality of teaching and assessment is satisfactory in the main school and good in the Early Years Foundation Stage. Teaching is stronger in mathematics and Arabic studies than in literacy due to teachers' knowledge in these subjects. All lessons are structured well. Some, but not all, subjects engage pupils in practical activities, such as problem solving, experimenting and role play. In these lessons, teachers model the expected outcomes effectively. While teachers use questions and mini-whiteboards well to check pupils' understanding, not all teachers are asking probing questions to extend pupils' thinking and responses, particularly for more-able pupils. Sometimes, teaching assistants' time is not used effectively, particularly in whole-class work. As a result, less-able pupils often find the tasks too challenging and complete less work than others.

The school uses appropriately the National Strategy Assessing Pupil Performance (APP) assessment guidelines for mathematics, reading, writing and science and the Early Years Foundation Stage Profile. National Curriculum levels of attainment are assessed accurately. Progress tracking sheets are completed and evaluated each term. While assessments are thorough, teachers are not using the information to match work closely to the differing needs of pupils in lessons, particularly for less-able and more able-pupils. Pupils are not given their target levels or informed, by teachers' marking of their exercise books, how they can improve their work.

Most pupils make satisfactory progress over time, as seen in lessons, in exercise books and in the school's monitoring of pupils' progress. Children in the Early Years Foundation Stage make good progress from their starting points, which are generally below age-related expectations.

Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of pupils is satisfactory. Positive relationships with their teachers help to develop pupils' confidence and self-esteem. A pupil wrote in a questionnaire, 'I like coming to school as I like my friends and teachers.' Pupils enjoy their lessons, especially when they involve practical activities. They develop appropriate skills in literacy, mathematics and ICT to help them to prepare for their next school. Most pupils attend school regularly and make a positive contribution to their school and the community. For example, school council

members enjoy taking responsibility for many monitoring roles, including checking that packed lunches are healthy. They are planning a newsletter, but do not regularly seek the views of other pupils. Pupils raise funds for charities and they recently won a recycling competition which was provided for all schools in the local authority.

Through assemblies and lessons such as Islamic studies, pupils develop a strong spiritual and moral code by which to live. They are polite and respect other people. They learn to respect Islamic and social rules. They work and play together well. While there are good examples of children in the Early Years Foundation Stage exploring traditions of other cultures, such as Diwali, this is limited across the school. Consequently, pupils have limited appreciation of, and respect for, other faiths and cultures to promote tolerance and harmony between different cultural traditions. In assemblies, the school has covered topics on public institutions and services in England. However, while pupils can talk about a visit from the police on safety, their knowledge of public institutions and services is not developed systematically.

Pupils' behaviour in lessons and around the school is good. Pupils are considerate to each other and to staff. They display positive attitudes to learning.

Welfare, health and safety of pupils

The welfare, health and safety of pupils are satisfactory. All members of staff have received child protection training and the designated officer for child protection has been trained to the appropriate level. The behaviour and anti-bullying policies and procedures are consistently applied to ensure pupils' behaviour is good and any incidents of bullying are addressed promptly and effectively. Pupils say they feel safe in school. They are constantly supervised by staff. Pupils are confident to talk to the headteacher or teachers if they have any concerns. In the Early Years Foundation Stage there are sufficient numbers of staff with appropriate qualifications and each child is looked after by a key person who knows them well. Through the curriculum, the pupils are very aware of how to keep safe and healthy, for example by eating healthily and participating in physical exercise.

Teachers take appropriate account of any medical conditions. They carry out appropriate health and safety checks and risk assessments, including for school visits. However, the playground is not sufficiently clean. The school has dealt with all the issues raised in a report produced by the fire authority, thus addressing a regulation that was not met at the time of the registration. Two members of staff are suitably qualified to carry out first aid, including paediatric first aid. While attendance and admission registers are completed appropriately, they are available only for the current pupils and have not been retained; there is no record of previous pupils or their next school destinations.

The school does not fulfil its duties under the Disability Discrimination Act 1995, as amended, in that there is no accessibility plan to provide for potential pupils who may have, or may develop, special educational needs and/or disabilities.

Suitability of staff, supply staff and proprietors

All safeguarding regulations are met, including those not met at the time of the school's registration. A single central register records all required checks on the suitability of staff to work with children, including checks by the Criminal Records Bureau. Staff files are well organised and contain all appropriate records. The Early Years Foundation Stage manager has been trained in safer recruitment procedures.

Premises and accommodation at the school

The premises and accommodation are satisfactory and enable effective learning. The school is situated in a Muslim community centre but it has exclusive access to sufficient classrooms and the playground during the day. Regulations that were not met at the time of the school's registration, with regard to fire safety, provision of suitable facilities for pupils who are ill, heating in the classrooms, the match of furniture to the ages and needs of pupils, and arrangements for providing outside space for pupils to play safely, are now met. However, regulations remain unmet with regard to the cleanliness of the playground and refurbishment of the toilets. There are some inadequate security arrangements.

Provision of information

The school prospectus informs parents and carers of the availability of all the required policies and information, including provision for pupils who speak English as an additional language which was a regulation not met at the time of registration. The information is clear, accurate and up-to-date. The school gives parents and carers suitable reports on their children's progress. However, it does not send to them, or publish on its website, its safeguarding children policy. While the prospectus contained the proprietor's name and mobile telephone number, it did not provide the proprietor's address for contact during the school holidays. The address was included in the prospectus during the inspection and the school is arranging to send the updated prospectus to the parents and carers together with the inspection report. The school does not have a land-line telephone and relies on mobile phones to communicate with parents and carers.

Manner in which complaints are to be handled

The policy and procedures for handling complaints meet all regulations and no complaints were made in the previous 12 months.

Effectiveness of the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage in the six areas of learning, including personal development, are good. Children enjoy the wide range of activities available, initiate their own play and make good progress. They behave well and play constructively together. The quality of provision is good. The curriculum meets all requirements and the outdoor learning environment is being developed appropriately. The quality of teaching is good. The uniqueness of each child is recognised and the child's needs are met well. The manager's assessments are accurate and they are used appropriately to inform teaching. Adults engage well with children overall to support their learning, but there are missed opportunities when children initiate their own play to extend the children's communication and thinking skills. The effectiveness of leadership and management is good. The Early Years Foundation Stage manager has a clear vision of improvement, based on self-evaluation that is mostly accurate. As a result of effective systems and teamwork, the overall effectiveness of the Early Years Foundation Stage is good. Although there is no written strategic plan, the setting's capacity to make improvements is good because the manager has relevant knowledge and experience.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.³

The school does not meet all requirements in respect of spiritual, moral, social and cultural development of pupils (standards in part 2) and must:

- make provision to give pupils a broad general knowledge of public institutions and services in England (Regulation 5(d))
- support all pupils to acquire an appreciation of and respect for other cultures, in addition to their own culture, in a way that promotes tolerance and harmony between different cultural traditions (Regulation 5(e)).

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

- maintain an admission register in accordance with the Education (Pupil Registration) (England) Regulations 2006. (Regulation 17).

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

The school does not meet all requirements in respect of the premises of and accommodation at schools (standards in part 5) and must:

- ensure adequate security arrangements are in place for the grounds and buildings (Regulation 23(d))
- maintain the playground in a tidy, clean and hygienic state (Regulation 23(m))
- ensure a satisfactory standard and adequate maintenance of decoration in the toilets (Regulation 23(p)).

The school does not meet all requirements in respect of the provision of information (standards in part 6) and must:

- provide information on the proprietor's full name and address for correspondence during both term time and holidays and a telephone number on which he may be contacted at all times (Regulation 24(1)(a))
- publish on its website a copy of their safeguarding children policy as required under part 3, paragraph 7 (Regulation 24(1)(c)).

In order to comply with the requirements of the Disability Discrimination Act 1995, as amended, the school should devise a three-year accessibility plan.

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 day		
Type of school	Primary		
Date school opened	September 2009		
Age range of pupils	3–11 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 15	Girls: 17	Total: 32
Number on roll (part-time pupils)	Boys: 5	Girls: 5	Total: 10
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£2,040		
Address of school	Ilford Community Centre, Eton Road, Ilford IG1 2UE		
Telephone number	07846970674		
Email address	addeen@hotmail.co.uk		
Headteacher	Miss Quratulain Masood		
Proprietor	Mr Sajeel Shahid		