

Paradise Primary School

Independent school light-touch inspection report

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Reporting inspector	Mohammad 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.^{1, 2}

This was a light touch educational inspection which focused principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the school

Paradise Primary School was established in 1998 in Dewsbury as an independent Muslim day school for boys and girls aged between three and 11 years. The school was previously located in the Thornhill area and in January 2009 it was moved to its present location in Savile Town, Dewsbury. At present there are 207 pupils on roll; 50 are in the Nursery class and 30 children are in the Reception class. Fifty-four children receive nursery funding from the local authority. There are no pupils with a statement of special educational needs and none are at the early stages of learning English as an additional language. The school was last inspected in July 2007. The school aims 'to prepare well-balanced, yet responsible children who are capable of meeting the challenges of living in 21st century Britain.'

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 is outstanding. The school's provision for safeguarding and for pupils' welfare, health and safety is also outstanding. The overall effectiveness of the Early Years Foundation Stage is good. Since its last inspection, the school has made significant improvements to its accommodation through a move to new premises. The school meets all the regulations for its registration as an independent school.

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

Quality of education

The quality of the school's curriculum is good. It has some outstanding features, especially in the provision for basic skills. The school offers all subjects of the National Curriculum except for the full programme of study for music, which has been replaced with Arabic and Islamic singing. The school's curriculum successfully meets the academic needs of its pupils. There is a clear and detailed curriculum policy which is supported by appropriate, good-quality schemes of work for each subject area, with medium-term and short-term plans. The quality of planning for English and mathematics is outstanding. The curriculum includes provision for Islamic studies, which takes into account various elements, such as religious practice, beliefs and moral teachings which are introduced from the Early Years Foundation Stage. The Islamic studies programme appropriately meets the religious and social needs of its pupils. Arabic is offered as a modern foreign language; its scheme of work lacks clear learning targets for each year group. The curriculum in the Early Years Foundation Stage is good.

The school's provision for personal, social and health education (PSHE) is good. It is offered as a separate subject and aspects are also addressed within the Islamic studies programme in accordance with the school's Islamic ethos. The school offers good quality physical education (PE). There is good provision for information and communication technology (ICT). There are some extra-curricular activities such as sports opportunities during break time. There are no after-school enrichment activities as pupils then attend mosques for their Islamic religious education. The school organises some educational visits to enhance the curriculum. Recent trips have included those to the Tolson Museum, the Viking Centre and Bagshaw Museum. The school has a plan in place to improve this provision by organising more educational visits.

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. The school has an effective system to identify pupils with special educational needs and/or disabilities, those with lower levels of ability and those who are gifted and talented, so they can be provided with extra help. The school enjoys good support from parents, carers and the local community. The school has established good links with other local schools in the area to share learning and has established exchange visits to help pupils to broaden their understanding of the wider community. The school helps its pupils to identify suitable secondary schools for the next phase of their education.

The quality of teaching and assessment is good. Most teaching is good and some lessons are outstanding. Teachers use their professional skills well to plan and teach their lessons using a range of teaching methods and activities. These make teaching and learning enjoyable and interesting. The quality of lesson planning is good. Teachers plan activities which are matched sensitively to pupils' different learning

needs and to the learning objectives of their lessons. Teachers ensure that their lessons link different subject areas of the curriculum.

The relationships between teachers and pupils are exemplary throughout the school. This creates a happy and harmonious environment where teachers are extremely caring and pupils are regularly praised and encouraged to work hard. As a result of this caring environment, pupils are extremely polite when they talk to each other, show respect to their teachers and greet them appropriately with Islamic greetings. Pupils are assertive, freely express their viewpoints and enjoy their lessons. They express their love and support for their school. They would like to have more computers in classrooms to support their independent learning. Inspectors agree. Teachers are supportive towards each other and work well as a team. Teaching assistants are assigned to all classes to ensure teaching and learning is effective for all pupils. Teaching in the Early Years Foundation Stage is good and teachers plan and teach their lessons effectively, involving children in a suitable range of outdoor and indoor learning activities.

As a result of good teaching, all pupils make good progress and some are doing extremely well. By the end of Key Stage 2 pupils achieve well and 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. Teachers use assessment information well to inform their planning. The school keeps parents and carers well informed about their children's progress by circulating regular newsletters and annual reports to parents and carers.

Spiritual, moral, social and cultural development of the pupils

The school's provision for pupils' spiritual, moral, social and cultural development is outstanding. Pupils' attitudes to learning are very good and their behaviour is outstanding. Their regular attendance and high level of participation in class activities show that they enjoy their education and love their school. They are extremely courteous and greet each other and visitors politely. They respect their teachers and classmates. Pupils have the opportunity to work in a variety of different ways and settings to develop their self confidence and self esteem and to promote their skills in team working. They enjoy making presentations in assembly, either as individuals, groups or classes. One pupil stated, 'I like this school because the teachers make the lessons fun'. Children in the Reception class are also extremely well behaved and they are well developed socially.

The school assemblies, PSHE and Islamic studies help pupils to distinguish very well between right and wrong and provide many opportunities for reflection on moral and spiritual issues. Pupils are taught to take on real responsibilities within school and to fulfil a wide range of roles in the school such as prefect, head boy and head girl and as playground buddies. The provision for English and mathematics helps pupils to be very well prepared for the next phase of their education. Plans are firmly in place to

establish a school council. Pupils take part in raising funds for different charities such as the flood victims in Pakistan and preparing charity boxes ('boxes of hope') for other charity projects.

Pupils learn about British history and national institutions in history and citizenship lessons. The school receives regular visits from local civic organisations and health services. The school promotes good community cohesion by helping pupils to learn about different cultures in their religious education and citizenship lessons. In addition, the school provides opportunities for its pupils to interact with people from different faiths and cultures by paying visits to local places of worship. Plans are in place for more external speakers representing other faiths and cultures to come into school and talk to pupils.

Safeguarding pupils' welfare, health and safety

The provision for safeguarding pupils' welfare, health and safety, including in the Early Years Foundation Stage, is outstanding. There is a suitable anti-bullying policy which is very effectively implemented through different programmes and activities. All pupils and staff are made fully aware of rewards and sanctions, so that the behaviour policy is consistently applied and fully effective. The school raises pupils' awareness extremely well about health issues, healthy food and healthy lifestyles with a robust policy which encourages pupils to eat fruit at break time and take an active part in PE. 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. Staff share a clear understanding of their responsibilities and are very familiar with the procedures for child protection. Pupils' safety in the use of ICT equipment is assured by the consistent application of the school's policy. Risk assessments are undertaken with care. The school has a good first aid policy and there are sufficient first aiders who are trained at the required level, including paediatric first aid training. The school has undertaken a thorough fire risk assessment and all fire fighting equipment is regularly tested and staff are trained in fire safety. As a result of robust and clearly written policies and excellent staff awareness of the policies and procedures, the school is a very safe place where the pupils feel safe and valued. The school has created a three-year accessibility plan which meets the requirements of the Disability Discrimination Act 1995, as amended. 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 of the required checks undertaken which meets the regulations.

Effectiveness of the Early Years Foundation Stage

Children enjoy their time in the Early Years Foundation Stage. The overall effectiveness of the provision is good. As a result of the good provision, outcomes are good and children make good progress. By the end of their year in the Reception class, almost all are working above the expected level. Children make particularly

good progress in linking sounds and letters and in counting. Teaching is good. Planning is detailed and in addition to the required curriculum, takes account of Islamic values. There is a suitable balance between adult-led and child-centred activities both indoors and out to cater for children's learning which enables children to make choices, work independently and to think and reason. Numerous displays and activities encourage children to be curious and lead to discussions. Opportunities are occasionally missed to extend children's vocabulary and to encourage them to use all their senses when, for example, investigating 'under the sea', or 'making ice-cream cones'. The quality and use of the outdoor area, much improved by the move to new premises since the last inspection, is developing well and is mostly good, but the area is not used as fully as it might be to develop numeracy skills in the Nursery class.

Adults assess and record children's achievements regularly. Children's attainments on entry are assessed against age-related criteria. Information is compiled to complete the Early Years Foundation Stage Profile. Leadership and management are good. Although only recently appointed, the setting's leader has made improvements to the quality of planning and the provision and ensured that there are good relationships with parents and carers. Parents and carers are becoming more involved in their children's education. 'Learning Journals' are shared with parents and carers and are of a good quality, providing memorable records of significant moments in the children's learning.

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:

- develop the provision for learning Arabic by setting clearer learning targets for each year group
- provide more educational visits and, where possible, extra-curricular activities at the end of the school day
- provide more access to computers in classrooms to support pupils' independent learning.

Early Years Foundation Stage

- make fuller use of outdoor provision to extend children's numeracy skills.

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 Muslim Day		
Type of school	Nursery and primary school		
Date school opened	September 1998		
Age range of pupils	3–11 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 74	Girls: 83	Total: 157
Number on roll (part-time pupils)	Boys: 28	Girls: 22	Total: 50
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)	£900		
Address of school	1 Bretton Street Savile Town Dewsbury West Yorkshire WF12 9BB		
Telephone number	01924 439803		
Email address	info@paradiseschool.org.uk		
Headteacher	Mrs Salma Kadia		
Proprietor	Mr Farooq Yunus		