

Normanton House Primary School

Independent school standard inspection report

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Reporting inspector	Marian Harker 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

Normanton House is a Muslim primary day school in Normanton, near to Derby city centre. It admits girls and boys from four to 11 years of age and there are currently 142 pupils on roll. The school has increased significantly in size since the previous inspection. The majority of pupils are from Pakistani and Bangladeshi families and were born in the United Kingdom. No pupils currently have a statement of special educational needs or are at the early stages of acquiring English. The Early Years Foundation Stage consists of one Reception class for children aged four and five years old. There are currently 17 children in the Reception class; none are in receipt of the nursery education grant. The school opened in 2003 and is located in a large refurbished Victorian building. The school is owned by the Al Akram Trust and provides a mix of Islamic and secular teaching. It aims to 'offer children a firm foundation in Islamic education developing in them a deep love for ALLAH (The Exalted), the Quran and his Prophets (salutations and peace be upon them) as well as offering a broad, holistic primary education to enable every pupil to achieve their fullest potential, in the comfort of a supportive and stimulating Islamic ethos to become a positive and responsible member and contributor to the wider society.' The school was last inspected in February 2008.

Evaluation of the school

Normanton House provides a satisfactory quality of education where the quality of the Islamic curriculum and teaching is good. The secular curriculum, teaching and assessment are satisfactory and, as a consequence, pupils' progress in lessons and over time is satisfactory. Pupils' spiritual, moral, social and cultural development is good, as is their behaviour. The welfare, health and safety of the pupils are satisfactory and safeguarding requirements are met. The school has acted promptly since the last inspection to ensure that all of the requirements for registration are now met. Nearly two thirds of those who responded to the parents and carers' questionnaire were happy with their children's experience at the 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 education is satisfactory. The satisfactory secular curriculum is broad and balanced, and takes account of National Curriculum expectations. In addition, pupils follow courses in Arabic, Urdu, Quranic studies, Islamic history, Islamic memorisation and Islamic Ahkaam (Islamic commandments). There is an appropriate balance between the secular subjects and Islamic curriculum. The school's curriculum policy sets out clear objectives for learning. Personal, social and health education (PSHE) reflects the aims and ethos of the school and is taught through the Islamic curriculum and in assemblies. Schemes of work for the Islamic curriculum are good. They are well planned and provide clear guidance for teachers. Older pupils have regular opportunities to study key figures in Islamic history. However, the school is aware that the teaching of Islamic memorisation would benefit from the use of more information and communication technology (ICT) to model different styles for pupils. Schemes of work for secular subjects are not as detailed and provide less support for teachers, particularly those who are new to the school. As a result, the quality of teaching in secular subjects is not as strong as in Islamic subjects. The Islamic curriculum gives pupils the opportunity to deepen their knowledge and understanding of their faith. The daily lunchtime prayer and twice daily assembly enable pupils to develop a strong sense of community. Pupils enjoy visits to places of interest such as Drayton Manor Park and the Peak District. The school provides a satisfactory range of extra-curricular opportunities, such as football, booster classes and extra Arabic. These activities are attended by approximately half of the pupils. Parents report that they appreciate the quality of the Islamic curriculum and the extra-curricular activities provided by the school. Pupils report that they enjoy their lessons, particularly physical education and would appreciate more time allocated to this subject.

The quality of teaching and assessment is satisfactory. Most pupils join the school with knowledge and skills at the expected level for their age. Work seen in pupils' books and discussions with them indicate that they are making satisfactory progress. Pupils make good progress in most aspects of the Islamic curriculum. For example, in one Urdu lesson observed, the teacher modelled the language effectively and encouraged pupils to move from understanding single words to whole sentences. However, pupils in Year 2 made satisfactory progress in an Arabic lesson observed, as teaching was not fully supported by resources appropriate for Key Stage 1 pupils. Lesson planning across the secular and Islamic curriculum is satisfactory but does not always take account of different abilities. Generally, small class sizes mean that teachers know their pupils very well and are able to give individual support. Relationships are harmonious and pupils enjoy their lessons. In the best lessons observed, teachers used assessment information to plan different tasks for a range of abilities. However, this practice is not yet consistent across the school. The school has developed a suitable assessment framework that includes regular tests and teacher assessments. Pupils' books are generally marked on a regular basis with positive comments which build their confidence and self-esteem. In the best examples, pupils are provided with information to help them improve their work, but

this is at an early stage of development. By the time pupils leave the school, their attainment is in line with national averages for their age.

Spiritual, moral, social and cultural development of pupils

Pupils' spiritual, moral, social and cultural development is good. Despite the rapid growth in pupil numbers since the last inspection, this aspect of the school's work has been maintained to a good standard. Teachers provide good role models for Islamic life and this has a positive impact on pupils' moral and spiritual development. For example, pupils participate enthusiastically in prayers in assembly. In one assembly observed, prayers were led by a child from the Reception class and the older pupils spontaneously helped out as needed. Through the Islamic curriculum, pupils develop a good knowledge of what is right and wrong and have a clear understanding and pride in their Islamic identity. Behaviour is good and attendance levels are in line with the national average for primary schools. Pupils report that they enjoy school and have many friends. The school's system to reward good behaviour is popular and pupils are motivated to achieve a gold star. Pupils have opportunities to develop a sense of responsibility as they undertake jobs, such as monitors or peer mentors. The whole school works together to raise funds for different charities. Most recently pupils have raised over £800 for Islamic Relief. Pupils also report that they particularly enjoyed performing the Imaan Mufassal (Muslim creed of belief) at a local community event to an audience of over 500 people. In lessons, pupils generally settle quickly to their work and when tasks are interesting and challenging they apply themselves well. The PSHE programme and visits to non-Muslim local places of worship provide regular opportunities for pupils to learn about different faiths and cultures. Pupils join with the local primary school to share road safety events and thus promote tolerance and harmony between all members of the community. Visits from the local police officers and fire service provide opportunities for pupils to learn about being a good citizen and how to keep themselves safe. Pupils make steady progress in their learning and this contributes satisfactorily to their future economic well-being.

Welfare, health and safety of pupils

Provision for pupils' welfare, health and safety is satisfactory. The school's procedures for child protection and first aid are secure and members of staff have been trained to the required standards. The school is inclusive and complies with the requirements of the Disability and Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2001. Mostly small class sizes and satisfactory levels of staffing mean that pupils are supervised appropriately. Staff recruitment procedures follow guidelines and all members of staff and trustees have undergone enhanced checks with the Criminal Records Bureau (CRB) to confirm their suitability to work with children. Appropriate attention is given to health and safety through regular fire evacuations and checks on equipment. Pupils report that they feel safe in school and any concerns are quickly sorted out by staff. Parents too are confident that their children are kept safe by the school. No incidents of bullying

could be recalled by pupils who spoke to inspectors. Pupils are encouraged to keep themselves healthy through regular exercise in physical education lessons. Although the school has provided parents with sensible advice regarding snacks and packed lunches, too many pupils were observed eating unhealthy snacks during the inspection.

Suitability of staff, supply staff and proprietors

The school fully complies with the regulations in respect of the checks made on prospective employees and others with regard to their identity and suitability to work with children and young people.

Premises and accommodation at the school

The school is located in a large converted Victorian building in a residential area. The premises have been refurbished to provide appropriate internal teaching areas. In addition, there is a small library and a reasonably-sized hall which is used for prayers, assemblies, dining and some physical education lessons. The school has a small designated area for ICT within a larger classroom, although there is no access to the internet. The outdoor area is reasonably sized for the number of pupils on roll and provides a safe and secure play area.

Provision of information

The school has established good links with parents. Parents are kept informed about their children's progress through bi-annual written reports. These reports summarise individual achievement, behaviour and effort in all areas of learning.

Manner in which complaints are to be handled

The school has a fair complaints policy which meets the requirements.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is satisfactory. Children join the Reception class with skills that are broadly in line with expectations for this age. Induction procedures are secure and children settle quickly into school life. The quality of provision is satisfactory. The Reception classroom provides a welcoming learning environment, although the shortage of space limits the variety of activities offered. For example, there is not sufficient space within the classroom for sand and water tray activities. All six areas of learning in the Early Years Foundation Stage curriculum are taught. In addition, children are taught all aspects of the Islamic curriculum. Children have access to a safe outdoor playground, but opportunities to develop outdoor learning are limited due to a shortage of resources. Consequently, teachers' planning does not regularly include outdoor activities. The quality of

teaching is satisfactory. Outcomes for children are satisfactory. They enjoy their learning and behave well: as a result, they make satisfactory progress. The leadership and management of the Early Years Foundation Stage are satisfactory. The provision is managed on a day-to-day basis by the headteacher. Ongoing assessments are in place and are recorded against the six areas of learning to help teachers plan the next steps.

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:

- ensure that all teachers use assessment information to plan lessons for pupils of different abilities
- ensure that all marking informs pupils how to improve their work
- in the Early Years Foundation Stage, provide regular, planned opportunities to fully utilise the outdoor learning environment.

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	June 2003		
Age range of pupils	4–11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 75	Girls: 67	Total: 142
Number on roll (part-time pupils)	Boys: 0	Girls: 0	Total: 0
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)	£1,650		
Address of school	Normanton House, Village Street, Derby DE23 8DF		
Telephone number	01332 769333		
Email address	enquiries@alakramtrust.org.uk		
Headteacher	Mrs Nighat Sultana Khan		
Proprietor	Al Akram Trust		