

Islamic Shakhsiyah Foundation

Independent school progress monitoring inspection report

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Reporting inspector	Nasim Butt

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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

The Islamic Shakhsiyah Foundation School, for children aged 3–11 years, was established in 2002. It moved to its current premises in Haringey in 2007. It has a partner school in Slough. There are 93 pupils on roll. Fifteen per cent of pupils speak English as an additional language and are new to speaking English. Just over half of the pupils are bilingual and a quarter are trilingual. The school has identified five pupils who have special educational needs and/or disabilities. There is very wide ethnic diversity, with 26 different nationalities represented among the pupils. There are 49 children in the Early Years Foundation Stage, all of whom receive government funding.

The school's main aim is to develop each child's Islamic Shakhsiyah (personality) in partnership with parents.

Context of the inspection

The school's previous inspection took place on 20–21 October 2010. The school failed to meet seven regulations, most of them concerning teaching and assessment. The school submitted an action plan in December 2010 highlighting how it would address the regulations not met. The proposed actions and timescales were deemed satisfactory in February 2011. This is the first monitoring visit to the school to follow up on the progress it has made in implementing its action plan.

Summary of the progress made in implementing the action plan

At the time of the inspection of October 2010, teaching was not enabling pupils to acquire new knowledge and make sufficient progress, especially in English and mathematics. The school's action plan proposed observation of good practice in a successful local primary school coupled with a regular programme of continuing professional development. The monitoring visit of 29 June 2011 found that the school now meets all regulations concerning teaching and assessment and has made good progress in driving forward this key aspect of the school's work.

Key to this good progress has been the clear strategic direction set by the headteacher, underpinned by workable strategies which have had a demonstrable impact in bringing about improvement. For example, the strong partnership with a

local primary school has enabled Islamic Shakhsiyah Foundation teachers to observe good and outstanding classroom practice, especially in the teaching of literacy and numeracy. Joint professional development sessions have improved teachers' knowledge and understanding of a variety of teaching and assessment strategies, particularly in relation to enhancing pupils' engagement and deepening their learning. This has been supplemented by joint moderation sessions and formal lesson observations, resulting in teachers becoming more skilful in teaching and accurately assessing pupils' work. Weekly professional development sessions in their own school, led by the headteacher, have improved teachers' understanding of how to use the Assessing Pupils' Progress (APP) guidance in English and mathematics to plan for pupils' learning and to monitor the progress they make.

At the time of the previous inspection a significant proportion of the teaching in English and mathematics was judged to be inadequate because teachers' subject knowledge was unsatisfactory and they used a limited range of teaching methods to promote learning. The school's action plan proposed regular training for teachers by experienced and qualified professionals. Observations show that lessons are now well structured, have clear learning intentions and a variety of interesting activities. As a result, pupils are more actively engaged with their learning and make stronger progress. In the nine lessons observed during the monitoring visit, teaching was judged to be good in the majority, including in English and mathematics, and no inadequate teaching was seen. Talk partner strategies coupled with purposeful group work give pupils frequent opportunities to talk about their learning. Teachers' planning is now sound and shows how the learning needs of pupils of differing ability will be met. However, teachers do not always make the best use of assessment information to challenge more able pupils in lessons through targeted questioning and independent work.

Assessment tracking systems were underdeveloped at the time of the previous inspection, resulting in teachers not taking accurate and reliable assessment information into account when planning for pupils' learning. The action plan proposed to train staff in how to assess pupils' work accurately using National Curriculum levels and the National Strategy's APP guidance. The school has now sound systems in place to track pupils' progress, demonstrating good progress since the previous inspection. The appointment of a full-time English as an Additional Language (EAL) coordinator has enabled the school to track more sharply the progress made by pupils with below-average literacy skills and timetable appropriate interventions for these pupils during the week. Teachers assess the breadth and depth of pupils' knowledge, skills and understanding through ongoing observations in lessons and formal assessment of selected pieces of work. Evidence from teachers' files shows that they are applying the APP guidance appropriately to develop a clear picture of pupils' strengths and weaknesses in English and mathematics. There are three assessment points during the year and pupils' National Curriculum levels are tracked on an assessment grid. The headteacher uses information from the class tracking grids to hold teachers to account in the termly pupil progress review meetings. The assessment data show that pupils' progress over time is now satisfactory overall and some pupils are making good progress. However, the

analysis of information from the tracking grids is insufficiently sharp and not used to set individual pupil targets in literacy and numeracy. Scrutiny of pupils' books shows that they get satisfactory written feedback on how well they have performed, especially in literacy. However, there is insufficient guidance on what pupils need to do to reach the next level of attainment.

The school had insufficient toilets and washbasins for the number of pupils on roll at the previous inspection. In addition, it had not commissioned a comprehensive fire risk assessment by the fire authority. The school proposed to negotiate access to an additional part of the building and build more toilets, and to contact the local fire authority to commission a full fire risk assessment. This monitoring visit found that the school has successfully negotiated with the landlord access to an additional part of the building. This has four additional newly built washrooms, two for staff and two for pupils. The washrooms are clean and spacious, with appropriate mixer taps, and the school now meets the regulation. In addition, a full fire risk assessment was carried out by the London Fire and Emergency Planning Authority on 5 May 2011; hence the school now meets the requirements.

Compliance with regulatory requirements

The school has made good progress and now meets all regulatory requirements.

School details

School status	Independent		
Type of school	Muslim Primary School		
Date school opened	September 2002		
Age range of pupils	3–11 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 49	Girls: 44	Total: 93
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
Annual fees (day pupils)	£2,800		
Address of school	277 St Ann's Road Tottenham London N15 5RG		
Telephone number	020 8802 8651		
Email address	headteacher@isfnet.org.uk		
Headteacher	Mrs Foziya Reddy		
Proprietor	Islamic Shakhsiyah Trust		