

Jamiah Madaniyah Primary School

Independent school standard inspection report

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Reporting inspector	Israr Khan

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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

Jamiah Madaniyah Primary School opened in 2004 as a non-selective mixed primary school for pupils aged between five and eleven years of age. It is located in a residential area of Forest Gate in the London Borough of Newham. Over the years, the school has expanded from 30 on roll to its current roll of 48 pupils and is registered for 80 pupils. The school caters for pupils from a wide range of nationalities and cultures and English is not the only language used at home. There are no pupils with a statement of special educational needs. Whilst all of the pupils in attendance are Muslims, the school's admissions policy is welcoming to pupils of all faiths and none. The school aims to, 'empower children with the highest academic standards... to enable them to make a positive difference within society'. The school was last inspected in January 2009.

Evaluation of the school

The quality of the education provided by the school is satisfactory. Teaching and assessment are satisfactory overall. The pupils' spiritual, moral, social and cultural development is satisfactory and their behaviour is good. The school makes good provision for pupils' welfare, health and safety. Safeguarding procedures have been updated in line with current regulations and meet requirements. The school meets all the statutory requirements for registration as an independent school but the quality of education has not improved significantly since the last inspection.

Quality of education

The school's curriculum is satisfactory. The school day starts with a lengthy Islamic studies session that focuses on the reading of the Qur'an. Pupils in Year 3 and above are also taught Arabic, *Fiqh* (jurisprudence), *Tafseer* (explanation of Qur'anic verses) and *Hadith* (sayings or actions of the Prophet Muhammad) during this time. A range of National Curriculum subjects are taught for the rest of the day. Personal, social and health education (PSHE) is also taught and incorporates the teaching of citizenship.

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

There are satisfactory schemes of work for all subjects. However, these schemes, in particular the one for Islamic studies, provide only limited guidance for teachers' planning. The curriculum is well balanced so that pupils receive suitable proportions of time for each subject across the year groups. This helps to ensure that pupils build on previous learning from year to year and make satisfactory progress overall during their time at the school. The teaching of information and communication technology (ICT) is not provided by the school as a distinct subject but is taught through other subjects of the curriculum. However the ICT facilities of the school are ageing and are not used on a sufficiently regular basis. Pupils are set homework regularly and this is linked to the topics being taught. A number of educational visits to help pupils in their learning are planned each year; however, the planned trips do not always take place. There is provision of a limited range of extra-curricular activities. The small playground restricts the type of outdoor sports the school can provide.

Teaching and assessment are satisfactory overall. Pupils make satisfactory progress in their learning. Teaching is characterised by good relationships between teachers and pupils, resulting in positive attitudes to learning. In the good lessons, teachers use questioning skilfully, frequently targeting questions to assess the learning of individual pupils and to develop their understanding. Teachers show pupils exactly what they expect them to learn and pupils are encouraged to judge for themselves how successful their learning has been. For example, in a science lesson on food chains, pupils were set tasks tailored carefully to challenge different ability groups. In such lessons, pupils make good progress in their learning as objectives and activities are planned appropriately to meet the differing abilities within the class. In the less effective lessons, the activities planned do not cater for all abilities well enough, particularly the most able, and opportunities to involve the pupils in their own learning are often missed. Sometimes teachers do not always explain what the pupils are required to do clearly enough, or provide examples that are well structured.

The needs of those pupils who speak English as an additional language as well as those who have particular educational needs are met well. Teachers pay very good attention to ensuring equality in lessons, treating all pupils equally regardless of gender or background.

The school has acquired new resources to help pupils with their reading. These are used effectively to ensure that progress in this area is now satisfactory. A significant amount of time is accorded to pupils reciting verses of the Qur'an in Arabic. Pupils are helped and encouraged to understand what they are reciting and teachers explain the meaning.

Assessment procedures are satisfactory. The school has a framework in place to assess pupils' achievement. The marking of pupils' written work is regularly undertaken and useful comments aid pupils with their learning. Most pupils make satisfactory progress in their academic learning and some make good progress in relation to their starting points. Small class sizes aid teachers in knowing the individual strengths and weaknesses of pupils. This understanding informs teachers'

planning of lessons. However, while the framework does provide an overview of pupils' progress, it does not do this in a sufficiently clear way, which reduces its usefulness for teachers when they plan their teaching. The assessment framework for Islamic studies and the teaching of the Qur'an is also in need of further development in order to track pupils' progress effectively.

Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of the pupils is satisfactory. The Islamic ethos of the school promotes pupils' spiritual and moral development well. Pupils appreciate the small close-knit school community of which they are a part. Pupils like their school, as reflected in their good attendance, good behaviour and eagerness to learn. They have good attitudes to learning and they are able to distinguish right from wrong. Pupils accept responsibility for themselves and show consideration for others.

Staff provide good role models and are shown a great deal of respect by the pupils. Pupils enjoy their educational experiences and they have a positive outlook on life and their future. They learn about British institutions and gain a good understanding of their future role as citizens through the PSHE programme, Islamic studies lessons and other subject areas of the curriculum.

The cultural development of pupils is satisfactory. Pupils from different cultural backgrounds mix well and play harmoniously together. A range of visitors provides pupils with a satisfactory understanding of the local community and of public bodies and institutions. Visits to churches and a local synagogue are provided for pupils to share their knowledge and understanding of their own cultures and to learn about the customs of others around them. This promotes harmony and tolerance between different cultural traditions. However, opportunities are missed to provide more extra-curricular activities and educational visits organised by the school. Limited access to ICT facilities also restricts pupils from researching other cultures in greater depth.

Welfare, health and safety of pupils

The school makes good provision for the welfare, health and safety of its pupils. All the required policies and procedures to ensure pupils' health and safety are in place and up to date. Policies include those for behaviour, anti-bullying, fire, first aid and health and safety and all pay due regard to national guidance. Staff training ensures that these are known by all staff and are followed consistently. An appropriate range of rewards and sanctions is implemented consistently and the anti-bullying policy is reinforced successfully in PSHE, Islamic studies and assemblies. Bullying is rare and pupils feel very safe.

Appropriate first aid qualifications are held by staff and accidents are recorded carefully. All staff have received training on child protection and suitable advanced training has also been received by the individual responsible for safeguarding. Standards of fire safety are good and risk assessments to ensure the safety of all are conducted. Emergency fire evacuation procedures are in place and fire safety

equipment is monitored effectively. Healthy eating is promoted by the school and pupils receive a satisfactory amount of physical exercise.

Attendance and admissions registers are maintained carefully. The school fulfils its obligations under the Equality Act 2010 by having a three-year plan to improve access.

Suitability of staff, supply staff and proprietors

Recruitment and vetting procedures are robust and ensure that staff and others are suitable to work with children. The single central register contains all of the required information.

Premises and accommodation at the school

The school is situated on the site of former builders' merchant's premises which have been suitably converted to provide classrooms in modular buildings. These buildings are clean and well maintained and are considerably enhanced throughout the school by attractive displays. Each classroom is shared by two year groups. An ICT room, which all classes can access, is available. A medical room is provided for pupils who may feel unwell during the school day. The small playground which has recently been resurfaced provides adequate space for outdoor play as the school operates a system of staggered playtimes. The school also makes frequent use of the local park for recreation.

Provision of information

All of the required information is provided, or made available, to parents, carers and others. Parents and carers who responded to the pre-inspection questionnaire were very supportive of the school and feel that their children are happy and enjoy school. They feel that their children are making good progress and they are comfortable in approaching the school to resolve any issues. Annual school reports for pupils are detailed, informing parents and carers what achievements have been made. The school has established good links with parents, carers and outside agencies.

Manner in which complaints are to be handled

Clear and fair procedures are in place in the event of a complaint being made. These procedures meet requirements.

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 the qualities of good teaching are reflected in all lessons.
- Develop assessment procedures further to ensure that a better and more effective overview of pupils' learning is provided to inform teachers' planning.
- Develop the schemes of work, in particular for Islamic studies.
- Provide more extra-curricular activities and educational visits for the pupils.

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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School details

School status	Independent		
Type of school	Muslim primary day school		
Date school opened	2004		
Age range of pupils	5–11 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 24	Girls: 24	Total: 48
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)	£1,210		
Address of school	80-84 Stafford Rd, Forest Gate, London E7 8NN		
Telephone number	0208 472 9125 / 07966971757		
Email address	jamiah.madaniyah@googlemail.com		
Headteacher	Mr Mohammed Hanif		
Proprietor	Mr Mohammed Hanif		

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 March 2012

Dear Pupils

Inspection of Jamiah Madaniyah School, London, E7 8NN

Thank you for making me feel so welcome when I visited your school. I enjoyed having the opportunity to meet you and your teachers. You told me that you enjoy going to school and that you particularly like its family atmosphere. Your parents and carers agree, and many are very pleased with the education you receive. I greatly enjoyed meeting you, seeing you learn and talking with you. You receive a satisfactory quality of education. The adults work hard to prepare you for the future and to make improvements to your school.

You make satisfactory progress in your subject areas and your attendance is good. I was impressed by the fact that you are keen to learn and get on with your work independently. This is because your teachers know you as individuals and work hard in trying to teach you well. You are well behaved and get on well with each other. In order to make your school improve, I have asked the school to:

- improve aspects of the teaching
- monitor your progress more closely
- improve Islamic studies lessons by planning your work more carefully
- provide more trips and extra-curricular activities for you.

I wish you well for the future.

Yours sincerely

Israr Khan
Lead inspector