

# Assunnah Primary School

565a High Road, Tottenham, London, N17 6SB

## Inspection dates

18–20 June 2013

## Overall effectiveness

**Adequate** **3**

Pupils' achievement

Adequate 3

Pupils' behaviour and personal development

Good 2

Quality of teaching

Adequate 3

Quality of curriculum

Adequate 3

Pupils' welfare, health and safety

Adequate 3

Leadership and management

Adequate 3

## Summary of key findings

### This school is adequate because

- Achievement is adequate, but inconsistent between subjects across the key stages. For instance, it is better in mathematics than it is in English overall in Year 6.
- Teaching is adequate. However, pupils have limited opportunities to do extended writing, and presentation skills require improvement.
- Next steps for improvement, to help pupils achieve clear targets, are not always precise in teachers' marking.
- While pupils are involved in the local and wider community, they have few opportunities to take part in broader cultural activities.
- Leaders have improved the quality of teaching in some subjects. However, assessment is not moderated externally. Consequently, the accuracy of standards achieved at Key Stages 1 and 2 are not sufficiently clear.

### The school has the following strengths

- Pupils make good progress in reading, mathematics, speaking and listening skills, and in the Islamic curriculum. This is because of strong teaching and pupils who are keen to engage.
- Children make a good start in the Reception as there is strong support for teachers' training.
- Behaviour and personal development are good because of well rooted spiritual, moral, social and cultural development. Pupils feel very safe.

### Compliance with regulatory requirements

The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

## Information about this inspection

- This inspection was carried out with one day's notice.
- The inspector observed 12 lessons taught by eight different teachers, looked at pupils' work, and held meetings with the proprietor, staff and pupils.
- The school's documentation was examined, including policies, schemes of work, teachers' planning, tracking and assessment of pupils' attainment and progress in secular and Islamic studies, records about behaviour and safety, and the school's own checks on the quality of teaching.
- There were no responses registered on Ofsted's on-line questionnaire (Parent View). The inspectors met parents at the start and end of the day for their views of the school. The inspector scrutinised 15 questionnaires completed by staff.

## Inspection team

Zahid Aziz, Lead inspector

Additional Inspector

Rory O'Doherty

Additional Inspector

## Full report

### Information about this school

- Assunnah Primary School is a small independent Muslim day school located in Tottenham, in the London Borough of Haringey. It opened in September 2009 and is registered for 105 pupils aged from four to 11 years.
- There are currently 177 pupils on roll. There are also 41 children in the Early Years Foundation Stage at any one time, including part-time children in the new Nursery. None has a statement of special educational needs and none is disabled. There are a few pupils who have special educational needs.
- The school is housed within a mosque complex, in listed buildings.
- Most pupils are from the Somalian heritage. There are very few pupils who speak English as an additional language.
- The school seeks to help the pupils achieve an understanding of their faith and the role of Islam in their lives, and to teach them most subjects of the National Curriculum, as well as Arabic, and Islamic and Qur'anic studies. The school's stated aim is 'to deliver a *Tarbiyyah* (upbringing) based model of education which caters for the child holistically'.
- The school was last inspected in June 2010 and, since then it has had one progress monitoring inspection.
- The school's Early Years Foundation Stage moved to a new building opposite the main school just before the inspection. This building houses the Reception and Nursery classes.
- This inspection also reports on two material changes since the previous inspection, a change of age range and the use of the new building.

### What does the school need to do to improve further?

- Improve teaching and accelerate pupils' progress, especially in English throughout the school, by making sure that:
  - staff are suitably trained in the teaching of writing and presentation skills
  - the quality of marking is consistent across the school so that pupils know their targets and how to achieve them.
- Raise standards in writing at both Key Stages 1 and 2 by:
  - encouraging pupils to write for a wide range of purposes and at length
  - giving more attention to improving skills so that pupils do not make simple grammatical or punctuation errors.
- Further enrich pupils' experiences in cultural development by visiting a broader range of places of cultural interest.
- Improve the quality of leadership and management by:
  - monitoring more regularly teachers' marking and written comments in the pupils' workbooks
  - arranging links with external partners to check the accuracy of the standards achieved.

## Inspection judgements

### Pupils' achievement

### Adequate

Pupils' achievement is adequate overall, but variable between year groups and subjects. While pupils' progress is good in reading, mathematics and the Islamic curriculum over time, it is adequate in writing and presentation skills. Children make good progress in the Reception, starting from below expectation for their age, particularly in communication skills. By the time they enter Year 1, their attainment is broadly average with good skills in communication and personal and social ability. The progress made in memorising of the Qur'an is also good and attainment is above average. Attainment and progress in the Arabic language are good.

Pupils' attainment is average in secular subjects, although some higher ability pupils do well, especially in mathematics as a result of small classes and one-to-one support by the teacher. Pupils' work in books, since the beginning of this academic year, shows that pupils are doing work which builds more carefully on their prior learning, particularly in mathematics and Islamic studies. Recent assessment results indicate that pupils' progress is accelerating in all subjects, including writing, but there are still not enough opportunities for pupils to write for a variety of audiences and purposes or to develop good skills in extended writing. Pupils with special educational needs make similar progress to their classmates due to the support they receive from adults.

### Pupils' behaviour and personal development

### Good

Pupils' behaviour and personal development are good. Pupils show a good attitude towards learning, behave positively and care about each other and the adults who teach them. One parent remarked, 'My son's behaviour has improved since his arrival in this school.' Pupils say that there is no racism and bullying is rare. They know the different forms that bullying can take and how to keep safe from danger, such as staying with their friends when out and about. Provision is not outstanding because on a few occasions the pupils have to be reminded to follow the rules about best behaviour. All pupils said that they feel safe and secure and that adults look after them well. Individuals appreciate the one-to-one support they receive during the day. The school ensures that where political topics are involved pupils receive a balanced view. They learn about what is right and wrong and about following the law.

Provision for spiritual, moral, social and cultural development is good. Pupils start the day with reading and learning of the Qur'an. They engage fully in Islamic studies and in learning of some *surah* (chapters) from the Qur'an and some basic *Fiqh* (Islamic law), such as how to perform *wudu* (ablution). Islamic study successfully boosts pupils' self-esteem and self-confidence and prepares them well for life in the Muslim community. All activities involve some feature of Islamic *adab* (manners) and *Tarbiyyah* (upbringing) such as greeting others. During lunchtime, pupils enjoy spending time in *Zuhr salah* (lunchtime prayer). Although, pupils show they have good knowledge of other religions such as Judaism, Christianity and Hinduism, they have few opportunities to visit a wide range of places of cultural interest or partake in a broad range of cultural activities in the community. The personal, social and health education (PSHE) programme and citizenship are linked with Islamic studies. This helps pupils gain a more secure understanding of modern democratic British society and the institutions within it; for example, they have elections for the school council. Visitors are also invited to talk to pupils, including those from the fire service. Pupils visit various public institutions, such as the local library and the British Museum. They have participated in a road safety campaign, and produced and promoted a leaflet for road safety.

### Quality of teaching

### Adequate

The quality of teaching is adequate and this ensures that pupils make adequate progress in their learning over time, particularly in writing. There is good teaching, predominantly in mathematics, and the teaching of reading skills is effective from Reception. This is confirmed by the 2012

screening check in Year 1 that shows results are above average. Teaching is also of good quality in the teaching of the Qur'an through use of additional resources such as information and communication technology (ICT) to improve the *Tajweed* (teaching of Arabic letters and sounds). However, there are few chances for pupils to write lengthy pieces of work.

There have been positive developments in teaching over time. Staff are keen that pupils do well and pupils are set appropriate targets to improve their learning in secular and Islamic work, although it is not consistent across the school. Behaviour management is good and lessons are delivered in a conducive environment. Time is generally used well and suitable one-to-one support is provided where relevant. Pupils' speaking and listening skills in English and Arabic are good. The pupils are actively encouraged to engage in discussions in class. As a result, they are confident enough to express their own ideas to others successfully. The teaching of literacy and numeracy is more effective than at the time of the last inspection as the school provides better support for pupils. Pupils have regular opportunities to read in class and individually, and many read well.

The use of assessment is adequate and improving in both secular and Islamic subjects. Staff are tracking pupils' progress suitably in English, mathematics and science using National Curriculum levels. Staff are providing adequate feedback to the pupils on how well they are doing in different ways, such as praising and the correction of any incorrect answers. However, pupils are not given sufficient comments on how to meet their targets through written feedback in their workbooks, or have sufficient checks made on the accuracy of grammar and punctuation.

Since the last inspection, resources have been increased, particularly the quantity and quality to support staff to improve teaching and the curriculum. Pupils make effective use of tablet computers when setting up their own website on the internet as part of an ICT project. As a result, they learn the necessary skills for working independently. Arrangements for the teaching and assessment of children in the new Nursery are adequate and meet the requirements.

### Quality of curriculum

### Adequate

The curriculum is adequate. All of the required areas of learning are covered and the curriculum policy provides an accurate summary of the secular and Islamic curriculum provided. Provision enables pupils to make at least adequate progress in all Islamic and secular curriculum areas, including literacy and numeracy. Satisfactory schemes of work exist for all subjects taught, covering long, medium and short term planning, as well as appropriate lesson plans with a focus on pupils' different levels of ability. As part of the school's ethos, the Qur'an, Islamic studies, *adab* and *akhlaaq* (manners and relationships) play a very important role in developing pupils' spiritual, moral, social and cultural development, especially when linked with PSHE studies.

The secular subjects of the National Curriculum are well integrated into the timetable with Islamic studies which cover learning of the Qur'an, Arabic and *Tarbiyyah*, plus other aspects of Islamic studies. Adequate extra-curricular and additional learning opportunities are provided that enrich learning, for example a visit to the British Museum in connection with pupils' studies. The curriculum planning for the additional part-time children in the Nursery is adequate and meets the requirements.

### Pupils' welfare, health and safety

### Adequate

Provision for pupils' welfare, health and safety is adequate. It is not good because support for pupils with special educational needs is adequate. Safeguarding arrangements are adequate, including staff training for safeguarding children. Procedures have improved from the time of the previous inspection. For example, appropriate behaviour and anti-bullying policies are in place and they are implemented effectively. This means that pupils behave well and lessons are free from distraction. A full range of other policies are in place, including those for child protection, first aid and health and safety. These are well understood by staff.

Appropriate steps are taken to ensure fire safety. A suitable fire risk assessment is routinely carried out and the outcomes of fire evacuations are formally recorded. All fire extinguishers and portable electrical equipment are subject to inspection by a competent person and suitable records are kept of the checks undertaken.

Recruitment and staff vetting procedures comply with regulatory requirements. The single central register shows that all of the required checks have been appropriately carried out on all adults to confirm their suitability to work with children. Satisfactory risk assessments are carried out for educational activities off site. Pupils are well supervised at all times. The admission and attendance registers meet the regulations. First aid procedures are implemented effectively. There is an appropriate emphasis on the development of healthy lifestyles, particularly through physical education and the PSHE programme, such as visiting the local sports centre and sports day. All independent school standards are met.

## Leadership and management

## Adequate

Leadership and management are adequate. Leaders have undertaken the necessary improvements to ensure all of the regulatory requirements for independent schools are met. All of the required information is made available to parents, carers and others. The complaints procedure meets requirements. There is high expectation from the leaders and the proprietor. As a result, pupils have made good progress in mathematics and the Islamic curriculum since the previous inspection and other outcomes are adequate. The quality of teaching is improving due to the appointment of qualified teachers and staff being supported well for any additional training to meet their needs and those of the school. The school recognises that more training is needed to help teachers improve pupils' writing skills. Leaders and managers, however, have not ensured that the quality of teaching is enabling pupils to make consistently good progress in all of the subjects taught. Similarly, there is no monitoring of pupils' workbooks to make sure that pupils are receiving appropriate comments from the staff about how to improve and achieve their targets. For these reasons, leadership and management are adequate rather than good.

Self-evaluation is regular and the school has identified areas for improvement, such as writing. The leadership has ensured that teaching staff are held to account for the progress that pupils make. Leaders are now regularly tracking, monitoring and assessing pupils' progress. As a result, targets are revised every term to meet the needs of each pupil. This work to improve the quality of teaching and learning is paying dividends, but has not been fully effective in ensuring good progress is made across all subjects. Also, results are not moderated externally so that leaders are not aware of the accuracy of teachers' assessments compared with national expectations. The school has very good links with parents who are very supportive and feel the school is meeting the needs of their children, including their academic, spiritual, moral, social and cultural development. Responses to questionnaires indicate that the staff are highly supportive of the school.

The proprietor has shown a strong commitment to improve the school's facilities. The premises and accommodation are adequate. The new Nursery and Reception arrangements are suitable to accommodate a maximum of 40 children at any time and the proposed age range is appropriate. The proprietor has firm plans in place for refurbishment of the new premises in readiness for the start of the new school year in September.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education.
Grade 2	Good	A school which provides a high quality of education.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.

## School details

<b>Unique reference number</b>	135988
<b>Inspection number</b>	422619
<b>DfE registration number</b>	309/6088

This inspection was carried out 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.

<b>Type of school</b>	Muslim faith primary school
<b>School status</b>	Independent School
<b>Age range of pupils</b>	3–11 years
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	127
<b>Number of part time pupils</b>	50
<b>Proprietor</b>	Mohamed Yusuf
<b>Chair</b>	Mohamed Abdulle
<b>Headteacher</b>	Bilal Ahmad
<b>Date of previous school inspection</b>	June 2010
<b>Annual fees (day pupils)</b>	£2530
<b>Telephone number</b>	0208 350 0592
<b>Fax number</b>	N/A
<b>Email address</b>	<a href="mailto:admin@assunnahschool.co.uk">admin@assunnahschool.co.uk</a>



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