

# Ad-Deen Primary School

Eton Community Centre, Oxford Road, Ilford, Essex, IG1 2XG

**Inspection dates** 18–20 March 2014

<b>Overall effectiveness</b>	<b>Good</b>	<b>2</b>
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Good	2
Quality of teaching	Good	2
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Good	2
Leadership and management	Good	2

## Summary of key findings

### This school is good because

- Standards have been rising in reading, writing and mathematics and pupils' achievement is good. Children achieve well in the Early Years Foundation Stage because of a strong curriculum and good teaching.
- Teaching is good in most subjects due to teachers' skilful questioning. Pupils are keen to learn because teachers ensure lessons are interesting.
- Good provision for welfare, health and safety ensures pupils are well cared for and feel safe.
- Good leadership and management ensure that pupils' personal development and behaviour are good and that provision for their spiritual, moral, social and cultural development is integral to everything that happens at school.
- Senior leaders have ensured that teaching and achievement are good; they have secured clear improvements since the last inspection.

### It is not yet outstanding because

- Assessment information is not always used well enough to ensure that learning activities are at the right level for the most able pupils.
- Pupils in Key Stage 2 do not always make good progress in writing because of inconsistencies in the quality of teaching in literacy lessons and in teachers' marking of pupils' written work.
- Occasionally, leaders' checks on the quality of teaching are not focused enough on the progress pupils make to evaluate accurately its effectiveness and to set pointers for improving the quality of teaching.

### 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

- The inspection was carried out with one day's notice.
- The inspector observed 15 lessons taught by eight different teachers, scrutinised pupils' work and held meetings with the headteacher, proprietor and staff.
- The school's documentation was checked, including schemes of work, teachers' planning, records of pupils' progress, assessment records and documents related to welfare, health and safety.
- The inspector took account of the views expressed in 10 questionnaires returned by staff. There were too few responses from parents and carers to Ofsted's online Parent View questionnaire to take them into account.

## Inspection team

Nasim Butt, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Ad-Deen Primary School, in Ilford, is an independent Muslim day school. It opened in September 2009.
- The school provides for up to 60 boys and girls aged from three to 11 years. There are currently 63 pupils on roll, including 28 children in the Early Years Foundation Stage.
- Children in the Nursery attend either in the morning or afternoon. Most children now receive nursery funding and none has been granted exemption from the Early Years Foundation Stage requirements.
- The school does not admit disabled pupils or those with identified with special educational needs.
- The majority of pupils are of Pakistani origin and speak English as an additional language. The first language for the majority of pupils is Urdu. There are now more pupils of other heritages, for example Somali, than there were at the time of the previous inspection. The majority of pupils in Years 4 to 6 joined the school in September 2013.
- The school aims to develop an Islamic personality for each child, to select the best of the characteristics in teachers and parents and carers, and to impart valuable social skills in pupils in accordance to the Sunnah (practices of the Prophet).
- This is the second full inspection of the school. The school had a progress monitoring inspection in February 2012 when it was found to comply with all the regulations it had not met at its first inspection in January 2011.

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

- Raise pupils' achievement in writing in Key Stage 2 by:
  - ensuring that all teachers make better use of assessment information to provide work that is difficult enough, especially for the most able pupils
  - making sure that all teaching is good and all pupils are clear about what they are expected to learn and how to achieve this
  - improving marking so that pupils know why a piece of work is good and precisely how to improve their work.
- Improve the effectiveness of leadership and management by:
  - having a greater focus on pupils' progress when observing and evaluating the quality of teaching
  - setting targets for improving teaching which are closely linked to judgements about pupils' learning and progress.

## Inspection judgements

### Pupils' achievement

**Good**

Pupils' achievement is good throughout the school, including that of the few who are at the early stages of learning English, because of good teaching and a good curriculum. Pupils make good progress in reading, writing and mathematics at the end of Key Stage 1 and reach standards that are above national expectations. Pupils make good progress in reading and mathematics in Key Stage 2 and this year are on track to achieve above national expectations. Achievement in writing is good in Islamic studies but is not always good in literacy because pupils make average rather than good progress. Children join the Early Years Foundation Stage with skills at below the levels expected for their age. Records of teachers' observations of learning indicate that all children make good progress towards the early learning goals in all areas of learning.

Pupils make good progress in Arabic and Islamic studies which is evident from the school's data and the standard of work pupils produce. Pupils enjoy reading throughout the school and there are good opportunities for them to read in class. Younger pupils in Reception and Year 1 rapidly develop their early reading skills because of the good teaching of phonics (the sounds that letters make). Pupils' strong attitudes to learning coupled with their good achievements, including the ability to develop and apply a wide range of skills, mean that pupils are well prepared for the next stage in their education.

### Pupils' behaviour and personal development

**Good**

Pupils' behaviour and personal development are good. Pupils have good, and often excellent, attitudes towards learning. Children in the Early Years Foundation Stage show strong eagerness and willingness to learn, satisfying their curiosity by actively engaging with the resources provided. Attendance is high and lessons start punctually. Behaviour in lessons is good and sometimes outstanding, resulting in a strong positive impact on learning. Pupils respond well to the high expectations of staff for good behaviour and conduct. As a result, learning proceeds in an orderly and productive way, helping pupils to achieve well and make good progress. Pupils like their teachers and respond well to the calm, but purposeful, learning environment in school, for example by engaging and concentrating on their studies. This has a good impact on their achievement and personal development. Pupils say that they feel safe in school and that bullying is rare. Older pupils have a good understanding of the different forms of bullying and the damage that it can cause.

Provision for the spiritual, moral, social and cultural development of pupils is good. The school places a great emphasis on spiritual development and this is a special strength of the school. Pupils pray together and have many opportunities through the whole curriculum to reflect on the importance of being good citizens and helping others. Personal development is promoted through personal, social and health education (PSHE) and good guidance from staff. Pupils are welcoming and respectful to visitors. Pupils increase their self-esteem and confidence because staff celebrate pupils' achievements well and provide them with ample praise. Staff teach pupils about other religions, such as Hinduism and Judaism, through religious education, a new subject introduced this year. Pupils visit different places of worship such as the local church, synagogue and gurdwara. The local church minister has visited pupils at the school. However, strong links with other faith groups are underdeveloped. Pupils take part in the local community by visiting residents in a home for senior citizens and by contributing to charities, for instance during the Philippines disaster appeal. This helps pupils to develop good personal qualities and to make a positive contribution to the wider community. Leaders ensure that when political issues are considered, steps are taken to offer a balanced presentation of opposing views.

### Quality of teaching

**Good**

The quality of teaching is good and enables pupils to achieve well. Teachers encourage pupils to think and to explain their reasoning through good questioning and prompting. For example, pupils confidently converted fractions into decimals in a mathematics lesson. Teaching is consistently good in the Early Years Foundation Stage because it successfully stimulates children's curiosity and enables them to make rapid gains in their learning. Children applied their learning of new words in phonics to describe some of the foods they saw in the 'healthy eating cafe'.

Teachers, in the main, take account of the fact that most pupils speak English as an additional language and that there are pupils with different levels of attainment in the class. As a result, the majority of teachers plan work well at the right level to meet their differing needs; this is particularly effective in the Years 1 and 2 class where the strongest progress over time is demonstrated in the pupils' books. The teaching of basic skills is good across subjects and, as a result, pupils make good progress in speaking, listening, reading, writing and mathematics. For example, in an Islamic studies lesson, pupils had good opportunities to develop their literacy skills.

Teachers check pupils' learning well. They use suitable activities and resources to ensure effective learning takes place. Learning activities capture pupils' interest and sustain their motivation and attention. On the few occasions when learning is less effective, the most able pupils do not make the progress they should because teachers do not use the information from assessments of their work well to provide them with hard enough work. When setting writing activities, teachers are not always clear about what they expect pupils to learn or give clear enough guidance on how to achieve this.

In the Early Years Foundation Stage, teachers observe children and carefully note their achievements; this helps them ensure that children make good progress in all areas of learning. At Key Stage 1, pupils' work is assessed and marked regularly and pupils are given useful guidance on what they need to do to improve further. However in Key Stage 2, teachers' marking of pupils' writing in literacy does not always explain why a piece of work is good or precisely how to make it better. The school uses its own effective system for measuring pupils' progress over time.

### Quality of curriculum

### Good

The quality of the curriculum is good and enables the school to successfully meet its aims and pupils to achieve well. The quality of planning documents has improved in all the required subjects and areas and most are now of good quality. Teachers plan well to develop pupils' literacy skills. They place particular emphasis on the use of key words and the promotion of speaking and writing skills. Teachers ensure a good balance between the Islamic curriculum and the secular subjects of the National Curriculum. Since the last inspection, religious education has been introduced as a discrete subject in Years 1 to 6, with the intention of deepening pupils' knowledge and understanding of faiths other than their own represented in Great Britain.

Teachers develop strong links between teaching Arabic as a language and the content of the *Qur'an*, and as result pupils develop a deeper understanding of Arabic. Islamic studies provides clear opportunities for pupils to develop their Arabic writing skills, for example when writing down a sequence of steps involved in prayer or a chronology of events in the *Seerah* (life of the Prophet). Apart from literacy, mathematics, Arabic and Islamic studies, a range of additional subjects enriches pupils' learning experience. These include science, information and communication technology, geography, history, art and design, and physical education. Children in the Nursery and Reception classes follow the statutory Early Years Foundation Stage curriculum. Teachers support the less-able pupils and those of average levels of ability well. The most able pupils, however, are not always provided with the opportunity to progress at a fast enough rate and make maximum progress. The curriculum is enhanced through an increasing range of additional programmes and visits, such as accessing swimming facilities at the local sports centre, making use of the school's partnership with local schools and the wider community. Strengthening

community cohesion is a key strand in the school's current improvement plan.

### **Pupils' welfare, health and safety**

**Good**

Arrangements for the welfare, health and safety of pupils are good and all regulations are met. Staff are very committed to providing high levels of care and they promote the health and safety of pupils effectively. Staff induction is effective and as a result, teachers are clear about child protection procedures. Arrangements for safeguarding are robust and are reviewed regularly. The designated person for child protection and all other staff are trained to the required levels at the required intervals. Procedures for the safe recruitment of staff are robust. All of the required checks on the suitability of the staff are completed and recorded in a single central register. Risk assessments for the premises and school trips are detailed.

The school's policies and procedures ensure that pupils are well protected, including children in the Early Years Foundation Stage. Staff regularly review policy documents, such as those for the management of behaviour and the prevention of bullying, and as a result all policies are up to date. Supervision of pupils throughout the school day is good. The school has suitable procedures to tackle bullying and as a result staff deal with any bullying effectively. Good systems are in place to encourage good behaviour at all times, resulting in a calm, pleasant learning environment. Pupils eat only healthy food in school and learn about nutrition and healthy lifestyles in science, Islamic studies and PSHE.

Staff work well with parents and carers, including those in the early years setting, to ensure that pupils and children are always safe. As a result, attendance is high and pupils' punctuality is good. Staff effectively implement the school's appropriate first-aid policy. Key staff have been trained as fire marshals and there is a detailed fire risk assessment in place. All equipment is checked regularly and fire drills are regular events that are properly recorded.

### **Leadership and management**

**Good**

Leadership and management are good. Senior leaders communicate high expectations to staff, resulting in good teaching that leads to good achievement and progress for most pupils. Strong leadership and management in the Early Years Foundation Stage have made good use of the support provided by the local authority to improve the quality of provision and the teaching skills of the adults who work in the setting.

Leaders have successfully addressed the weaknesses identified at the time of the last inspection. Overall, systems for checking the performance of staff are good. Senior leaders conduct appropriate lesson observations and scrutiny of pupils' books in order to guide teachers and help them address weaknesses in their teaching. Although the feedback provided is helpful and informative, it does not always challenge teachers well enough to improve their teaching by focusing sharply enough on the progress that pupils make. Hence, teaching is good rather than outstanding.

Senior leaders have ensured that the curriculum meets the needs of most pupils, and that policies are in place to promote good progress in most subjects, including literacy. As a result of detailed self-evaluation, including a separate evaluation of the Early Years Foundation Stage, senior leaders have an accurate view of the strengths of the school and areas that need to be developed. A detailed improvement plan identifies the actions and strategies needed to address the weaknesses, with clear timescales and arrangements for checking the progress of actions taken.

The premises and accommodation are suitable and safe for learning and are well maintained. Pupils, parents, carers and staff express very positive views about the school. The school meets

the requirements related to the provision of information for parents and carers and the complaints procedure includes all of the required details. The proprietor and school leaders have ensured that all of the independent school standards are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
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 the quality of education has serious weaknesses.



## School details

<b>Unique reference number</b>	136004
<b>Inspection number</b>	441438
<b>DfE registration number</b>	317/6079

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 day school
<b>School status</b>	Independent
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	63
<b>Number of part time pupils</b>	0
<b>Proprietor</b>	Sophie Rahman
<b>Chair</b>	Sophie Rahman
<b>Headteacher</b>	Ruhul Ahmed
<b>Date of previous school inspection</b>	19–20 January 2011
<b>Annual fees (day pupils)</b>	£2,040
<b>Telephone number</b>	020 8478 1147
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