

Al-Muntada Islamic School

7 Bridges Place, Off Parsons Green Lane, London, SW6 4HW

Inspection dates

13–15 May 2014

Overall effectiveness

Inadequate

4

Achievement of pupils

Inadequate

4

Quality of teaching

Inadequate

4

Behaviour and safety of pupils

Inadequate

4

Leadership and management

Inadequate

4

Summary of key findings

This is an inadequate school

- The curriculum is inadequate because there are insufficient opportunities for children in physical development and expressive art and design in the Early Years Foundation Stage; and the secondary curriculum is too narrow. As a result, pupils' achievement is inadequate.
- The quality of teaching is inadequate because of the lack of learning resources, in particular in the Early Years Foundation Stage and in relation to wider reading and reference books in the secondary school.
- The statutory assessment requirements of the Early Years Foundation Stage are not met.
- There are too few activities to ensure that the educational experiences of pupils of all ages are sufficiently enriched over time.
- Pupils' health and safety are compromised because the trustees have not ensured the premises are well maintained, particularly the primary school.
- The proprietors and the leaders have not regularly reviewed parts of the safeguarding policies.
- Leadership and management are inadequate because the trustees have not checked and ensured that the independent school regulations are met across both schools.

The school has the following strengths

- Pupils at both schools make expected, and sometimes good, progress in English and mathematics. As a result, pupils' attainment is just above the national average at the end of Year 6, and is average at the end of Year 11.
- Some teaching is good, although not consistently so across all year groups and subjects.
- Pupils' spiritual, moral, social and cultural development is promoted well.
- Staff are highly committed to their pupils and work hard to make effective use of the premises and resources provided for them.
- On a day-to-day basis, staff ensure pupils at both schools are kept safe.

Compliance with regulatory requirements

- The school requires improvement and must take action to meet 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. The details are listed in the full report.

Information about this inspection

- This inspection took place with one day's notice.
- The three inspectors visited both the primary and the secondary schools. They made eight short visits to lessons and observed teaching in 20 lessons taught by 14 different teachers. A joint observation was undertaken in the secondary school with the trust's head of education who is also the Chair of the Governing Body.
- Meetings took place with one trustee, the Chair of the Governing Body, both headteachers and three groups of pupils. Staff and some parents were spoken to throughout the inspection. Telephone calls were made to three parents of secondary-aged pupils.
- Inspectors examined pupils' work, examination results, the school's own records of pupils' progress, and a range of documentation including policies, risk assessments, schemes of work and staff training records at both schools.
- The inspectors considered 21 staff questionnaires, but pupils were not given the opportunity to complete Ofsted's online Point-in-Time survey. There were too few responses to Ofsted's online parental questionnaire, Parent View, for these to be shown.
- At the request of the Department for Education, a material change for the secondary school was considered as part of the inspection to review the number of pupils that could be taught at the secondary site.

Inspection team

Angela Corbett, Lead inspector

Her Majesty's Inspector

Ron Cohen

Additional Inspector

Kanjawit Singh

Additional Inspector

Full report

Information about this school

- Al-Muntada Islamic School is an independent day school for boys and girls of Islamic faith, aged from four to 16 years. It was founded in 1989 by the Al-Muntada Al-Islami Trust. The school is registered for 211 pupils, of whom 40 should be of secondary age. Currently 130 pupils are on roll, with 52 of secondary age and 78 of primary and Reception age. There are 11 children in the Reception class.
- The primary and the secondary sections function as entirely separate schools, each with their own headteacher, and do not work to the same policies or procedures.
- The part of the school for girls of secondary age opened in 2003 and is located in separate accommodation around two miles from the primary site in Ravensbourne Park. The primary school, which includes the Early Years Foundation Stage, is located in the same building as the headquarters of the Al-Muntada Al-Islami Trust in Parsons Green. Both premises are used in the evenings for tutorial provision. The top floor of the secondary school is occupied by the administrators of an overseas youth organisation and is used in the evening only.
- The pupils come from a wide range of ethnic backgrounds. Many are bilingual and currently none are at the early stages of learning English. No pupils have a statement of special educational needs and none of the children in the Early Years Foundation Stage receive government funding.
- The overall aim for both schools is 'to provide an outstanding academic and Islamic education, aiming to create an encouraging atmosphere for Muslim children to realise their full potential'.
- Both schools make use of adjacent parks. Girls in the secondary school sometimes make use of the Osterley leisure centre for physical education. Currently, no pupils are placed in any alternative provision.
- Since the last inspection there have been some changes of teaching staff. A governing body has been established. Currently this consists of the two headteachers, the primary school deputy headteacher and the trust's head of education. The number of pupils on roll at both schools has fallen significantly since November 2012. The secondary school is now accommodated on the first floor in addition to the ground floor of the premises.
- The school's last full inspection took place in February 2011 when the quality of education was judged to be good, although four regulations for independent schools were not met. A follow-up monitoring visit took place in January 2012 to check on the school's progress in meeting the regulations and this visit judged them to be met in the primary section, with one regulation in the secondary section remaining unmet.

A serious incident that occurred at the school since the previous education inspection has been investigated by the appropriate authorities and is now closed.

What does the school need to do to improve further?

- Improve the quality of teaching and so raise pupils' achievement at both schools by ensuring that teachers:
 - meet the quality of teaching regulations and the requirements of Early Years Foundation Stage listed below
 - plan and deliver lessons that are matched to the different needs of the pupils in their classes
 - use the information gained from assessment in lessons to adapt tasks so that pupils learn effectively
 - are provided with a much wider range of resources and that these are used effectively to support pupils' learning
 - in marking pupils' work, always provide pupils with high-quality written guidance on what they

- need to do to improve and check that this is acted on
- share and make use of the good practice that exists in both schools.
- Improve the curriculum, at both schools, by:
 - meeting the curriculum regulations and requirements of the Early Years Foundation Stage listed below
 - ensuring that, particularly at the secondary school, aesthetic, creative and technological areas of learning are fully catered for
 - reviewing and developing the enrichment programme of visiting speakers, visits, special activities and after-school clubs to broaden pupils' learning experiences and better develop their cultural understanding.
- In order to improve the leadership and management of senior leaders, governors and the proprietors should:
 - ensure the statutory requirements of the Early Years Foundation Stage are met
 - ensure safeguarding policies and procedures are reviewed regularly and take swift actions to remedy any identified weaknesses
 - strengthen improvement planning by ensuring all aspects of the school's work is regularly evaluated
 - develop the systems for monitoring the quality of teaching, in particular in the secondary school, and use the findings to more effectively drive improvement
 - ensure that all the independent school regulations are met.
- The school must meet the following independent school standards.
 - Implement the curriculum policy and ensure it is supported by appropriate plans and schemes of work, and that these are implemented effectively (paragraph 2(1)).
 - Ensure the curriculum gives pupils of compulsory school age a full-time education with experience in the following areas of learning: physical technological, and aesthetic and creative (paragraph 2(2)(a)).
 - Ensure for pupils below compulsory school age there is programme of activities in place which is appropriate to their educational needs, particularly in relation to their physical development (paragraph 2(2)(ga)).
 - Ensure the curriculum provides the opportunity for all pupils to learn and make progress (paragraph 2(2)(i)).
 - Ensure classroom resources are of an adequate quality, quantity and range and that they are used effectively (paragraph 3(f)).
 - Ensure there is a framework in place by which children's performance in the Early Years Foundation Stage can be evaluated by reference to national norms (paragraph 4).
 - Ensure arrangements are made to safeguard and promote the welfare of pupils at the school and these arrangements have regard to guidance issued by the Secretary of State (paragraph 7).
 - Ensure the written policy complies with relevant health and safety laws and is being implemented (paragraph 11).
 - Ensure that no member of the proprietorial body is barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 (ISA barred list) (paragraph 21(6)(a)).
 - Ensure the chairperson has made the required checks on other members of the proprietorial body (paragraph 21(6) (b)).
 - Ensure that the checks referred to in paragraph 21(6)(b) in relation to each member of a body of persons named as the proprietor who was appointed at any time before 1 May 2007, are shown on the register together with the date they were made and the date on which the resulting certificate was obtained (paragraph 22(7)).
 - Ensure that the proprietor has provided suitable changing accommodation and showers for pupils aged 11 years or over who receive physical education (paragraph 23A(1)(c)).

- Ensure that the school’s accommodation and facilities are maintained to a sufficient standard to ensure the health, safety and welfare of pupils, as far as is reasonably practical (paragraph 23C).
- Ensure that suitable drinking water facilities are provided at the primary school and that these are readily accessible at all times when the premises are in use (paragraph 23F(1)(a)).
- Ensure there is suitable outdoor space to enable physical education to be provided for secondary aged pupils in accordance with the school curriculum (paragraph 23G(1)(a)).
- Ensure there is suitable outdoor space to enable secondary aged pupils to play outside (paragraph 23G(1)(b)).
- For the secondary part of the school, provide: particulars of the policy relating to health and safety of the school; educational and welfare provision for pupils for whom English is an additional language; number of staff employed at the school, including temporary staff, and a summary of their qualifications and the details of the number of complaints registered under the formal procedure during the preceding school year (paragraph 24(1)(b)).
- The school needs to meet the following statutory framework requirements for the Early Years Foundation Stage:
 - Ensure arrangements are fully in place so the school can report a well-rounded picture to parents, carers, practitioners and teachers of the progress of each child in Year R against the expected levels (2.6).

Inspection judgements

Achievement of pupils

Inadequate

- Pupils' achievement is inadequate. This is because the independent school curriculum regulations are not fully met. Children in the Early Years Foundation Stage have too few opportunities for effective learning in the areas of physical development and expressive arts and design. For secondary aged pupils, in particular, opportunities for aesthetic and creative and technological learning are too limited for them to achieve in these key subject areas.
- Pupils enter the school from differing starting points in relation to age, educational experience, English language development and ability. Very few pupils have special educational needs and most in the secondary phase are of average or above ability.
- Inspection evidence shows that children in the Early Years Foundation Stage make adequate progress in the taught areas of their curriculum, particularly in their communication, language and literacy development. However, their progress is not formally assessed at the end of the Early Years Foundation Stage and not all move into Key Stage 1.
- By the end of Key Stage 2 in 2013, the strong focus on developing pupils' reading, writing and numeracy skills enabled pupils to achieve the expected National Curriculum levels in mathematics and above these in English. While more-able pupils achieved Level 5, none reached Level 6.
- Progress rates across Key Stages 1 and 2 are variable, with good progress in English and mathematics evident in Years 1 and 6, both in lessons and pupils' work.
- In the secondary school, pupils' progress varies within and between subjects and age groups. Nonetheless, by the end of Year 11 in 2013, a broadly average proportion of pupils achieved five or more A* to C grades including English and mathematics. Achievement in geography and information and communication technology (ICT) was lower than in other subjects. The school aims to stretch pupils where possible; for example, a small group of able pupils in Year 9 gained the highest GCSE grades in Arabic.
- Pupils' learning is best when teachers fully involve pupils by asking well-pitched questions and providing opportunities for them to think and engage in further debate. Such teaching secures good progress for pupils of all abilities, including the most able and those who speak English as an additional language. However, current school data and inspection evidence show progress rates are still variable across the school and between subjects.
- Regardless of age, the taught curriculum is offered equally to pupils of all ethnic backgrounds. Discrimination of any kind is not tolerated, with additional help given to those who are at risk of underachievement in the subjects that are taught, in particular in English and mathematics. Pupils are generally well prepared for future. While the breadth of subjects offered in the secondary school is limited, all pupils in the current Year 11 have secured sixth form places to study A levels.

Quality of teaching

Inadequate

- The quality of teaching is inadequate overall. Teaching is inadequate because the statutory assessment requirements of the Early Years Foundation Stage are not being met. Learning resources are lacking, particularly for children in the Early Years Foundation Stage and in relation to wider reading and reference books for pupils in the secondary school.
- Across both schools some good teaching was observed during the inspection. Pupils' progress is best when learning proceeds at brisk pace, such as in a Year 7 biology lesson, with good use of varied learning resources to support explanations and to provide pupils with engaging learning experiences. However, such good practice is not routinely shared to improve teaching across the school.
- Teaching for pupils of all ages, including for children in the Early Years Foundation Stage, requires improvement because too much is planned and pitched at the same level. As a result,

work is too hard for some and too easy for others.

- The subject knowledge of teachers is generally good and appropriate for the age group of the pupils they teach. In the secondary school, teachers have a good understanding of examination requirements.
- Classrooms are generally tidy. While displays of pupils' work and those to support learning are in corridors and classrooms at both schools, they do not provide pupils with inspiration or models of high expectations.
- Across both schools, teachers are not making sufficient use of information and communication technology (ICT) to support pupils' learning effectively. There are too few opportunities for pupils to develop these ICT skills for themselves across all subjects.
- Good attention is given to developing the literacy and numeracy skills of pupils of all ages. Pupils are expected to record their work and there are frequent opportunities to develop the writing skills of pupils of all ages. However, sometimes work in books is untidy, particularly in the secondary school.
- Teachers understand the importance of asking pupils questions to check their understanding and extend their learning. However, they do not always capitalise on pupils' responses and use these to make key points or reshape learning in order for pupils to learn effectively.
- At both schools, teachers routinely undertake assessment activities, such as tests, based on National Curriculum levels or GCSE grades. Teachers regularly mark books and provide written feedback to pupils on their work. Although, the quality of the guidance given to pupils, regardless of their age, varies. Teachers have yet to establish consistent systems for pupils of all ages to reflect and respond to their written comments in order to accelerate learning.

Behaviour and safety of pupils

Inadequate

- The school's work to protect pupils' safety is inadequate. Senior leaders and the proprietors, in particular, have not ensured that accommodation in either school, but particularly the primary school, is sufficiently well maintained to ensure pupils' health and safety. At the secondary school there are insufficient opportunities for pupils to play outside.
- The safeguarding and welfare requirements of the Early Years Foundation Stage provision for children in the Reception class are met. Leaders and teachers at both schools provide good day-to-day supervision and care for pupils, including those in the Early Years Foundation Stage. They set high expectations for behaviour, politeness and courtesy, and provide strong role models for pupils at all times. At both schools, British values are consistently promoted and supported by age-appropriate experiences, enabling pupils to learn about public institutions and services in England. Islamic education lessons and visits, such as to a local old peoples' home, also help pupils to develop tolerance and respect the diversity found in modern Britain.
- The behaviour of pupils requires improvement. They are keen to learn, but within lessons tend to wait to be told what to do by the teacher; that is unless they find the lesson particularly engaging, when they become animated and actively involved. On some occasions, when the work is too hard or too easy small groups of pupils within class, such as the less able, can lose concentration.
- Pupils' conduct around both schools at different times of the day was observed to be good. In the secondary school some displays were less than well cared for and there was graffiti on some walls and desks, although the headteacher thought some of this may be due to the out-of-hours users of the premises.
- Pupils at both schools told inspectors that they get on well and bullying is rare. Records, at the secondary school, show there have been few incidents over time and that these have been effectively dealt with. Relative to their ages, pupils' understanding of the different types of bullying and how to stay safe on the internet is good. Pupils also receive good age-appropriate guidance on how to stay safe out of school. For example, a group of secondary pupils are Transport for London ambassadors for promoting safer travel.

- Staff at both schools are well trained in dealing with concerns raised by pupils. Leaders are rigorous in following up concerns, no matter how minor, and show tenacity and perseverance in child protection management. This is further supported by good links with the local authority child protection team.
- Use of local parks for pupils of all ages and a local leisure centre for secondary aged pupils is safely planned for and suitably supervised.
- Pupils are usually punctual but their attendance, whilst improving, is below average. This is due in the main to parents taking their children out of school for family or religious events. Any pupils not attending school are rigorously followed up, including those who have left.

Leadership and management

Inadequate

- Leadership and management are inadequate because an inadequate curriculum in the Early Years Foundation Stage and secondary school result in inadequate achievement. The trust has not sufficiently supported the hardworking headteachers to ensure that premises, particularly at the primary school, are maintained to a suitable standard; this compromises pupils' health and safety.
- The quality of education and pupils' achievement is monitored by senior leaders and the Trust's head of education. However, this information is not used effectively to ensure the quality of teaching is consistently good at both schools. The trustees are informed about both schools. However they have not checked or ensured that the independent school regulations and the requirements of the Early Years Foundation Stage are met.
- While recruitment procedures meet requirements and day-to-day systems for ensuring pupils' safety are secure, there is no formal review of safeguarding systems in place. Consequently, parts of some policies at both schools, such as for the child protection and e-safety, do not reflect current guidance or school practice. Some lack detail. For example, in the secondary school, the child protection policy does not detail how allegations against staff are dealt with. The required checks for one of the trustees are not in place. A few minor amendments were made to the single central register during the inspection.
- Leaders at both schools track pupils' progress and act to support any that are risk of falling behind. While they carry out a process of self-evaluation and use the information to inform improvement plans, these do not focus sharply enough on the impact of planned actions on pupils' achievement.
- Only five of the seven required areas of learning for the Early Years Foundation Stage are taught in sufficient detail. Teaching in these areas is supported by appropriate schemes of work, although they are not fully reflected in curriculum policies. There are also key omissions in the secondary curriculum. For example, there is no formal teaching of any aspect of design and technology or music.
- Pupils are taught about Islam, the Qur'an and learn Arabic, and this is balanced well with the secular curriculum and the development of pupils' literacy and numeracy skills. Careers education for secondary aged pupils is suitably catered for, with work experience in place for all Key Stage 4 pupils.
- Beyond additional help in academic subjects, there are no after-school clubs for secondary aged pupils. Special events, such as the secondary art and science week and primary school community event, make good contributions to pupils' academic, personal, spiritual, moral, social and cultural development. However, these and the programme of visits and visitors are too few and not planned to ensure a full breadth of learning experiences for pupils over time.
- The classrooms at both sites provide adequate learning accommodation. Parts of the primary school are extremely grubby, tiles are missing on stairways, corridor walls and in the boys' toilets, and electrical testing had not been carried out at the start of the inspection. In the secondary school the decor in classrooms is poor, a damp patch had not been made safe in a kitchen and toilet seats are missing in two cubicles. While some of these failings had been reported, the trust's maintenance systems had not responded rapidly enough to ensure the

health and safety of pupils. As at the last inspection, provision for secondary aged pupils to play outside or for physical education is inadequate.

- Most, but not all, parents and carers spoken with were positive about the work of both schools and felt their children made good progress and were well looked after. Parents and carers receive regular information on their children's progress. For primary aged pupils all of the required information is published. For secondary aged pupils, omissions in the required information included publication of the details of the number of staff and their qualifications.
- It is recommended that the secondary school may cater for up to 60 to support the current pupils on roll and that this should be extended to 105 only if all the independent school regulations are met

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school that provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school that provides a high quality of education that exceeds minimum requirements.
Grade 3	Requires improvement	A school that 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

Unique reference number	100372
Inspection number	442980
DfE registration number	205/6382

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.

Type of school	Islamic day school
School status	Independent school
Age range of pupils	4–16 years
Gender of pupils	Mixed
Number of pupils on the school roll	130 (primary 78 and secondary 52)
Number of part time pupils	None
Proprietor	Al-Muntada Al-Islami Trust
Chair	Mr Khalid Al Fawaz
Headteacher	Mr Ziad Chehimi (primary) Ms Shama Ullah (secondary) Mr Saeed Alghadie (head of education for the trust)
Date of previous school inspection	8–9 February 2011
Annual fees (day pupils)	£3,200
Telephone number	020 7471 8287 (primary) 020 8748 1316 (secondary)
Email address	headteacher@almuntadaschool.org (primary) admin@almuntadasectionaryschool.org.uk (secondary)

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