

Al-Muntada Islamic School

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

Inspection dates

13 January 2015

Overall outcome

Independent school standards met

Context of the inspection

- The school was subject to a full inspection carried out under section 162a of the Education Act 2002 in May 2014. Not all of the regulations for independent schools were met. As a result of this inspection the school was required to prepare an action plan which was evaluated by Ofsted in October 2014. At this time the action plan was found to require improvement.
- Following the May 2014 inspection, the proprietor made the decision to close the secondary part of the school so that leaders could concentrate on improving the primary curriculum. The regulations which were not met in relation to the secondary school were therefore not considered on this monitoring inspection.
- The Department for Education (DfE) asked Ofsted to check on the implementation of the action plan.
- This inspection was unannounced.

Main findings**Quality of education provided**

- At the time of the last inspection, the curriculum was judged inadequate. There were insufficient opportunities for children in physical development and expressive arts and design in the Early Years Foundation Stage. The secondary curriculum was too narrow. The quality of teaching was inadequate because of the lack of learning resources. The statutory assessment requirements of the Early Years Foundation Stage were not being met. Too few activities were being provided to ensure that the educational experiences of pupils were sufficiently enriched.
- Leaders have ensured that the curriculum has become broader and more balanced. There is a coherent plan for further developments, particularly in relation to the training of teachers to teach the curriculum more effectively. The curriculum policy has been updated and this is reflected in practice. For example, discussions with pupils in Years 3 and 4 revealed their ability to describe the functions of the digestive system using correct scientific vocabulary. Plans indicate that the curriculum is well organised and suitably sequenced.
- Since September 2014, a wide range of after-school clubs has been introduced. They are reasonably well attended by both boys and girls. The range of themes includes science, cooking, art and design, photography and boxing. There is something to appeal to a broad range of interests.
- A range of new resources has been purchased in accordance with plans. There are better opportunities for pupils to develop technological, creative and physical skills as a result. For example, pupils now benefit from using computer software which is helping them to write simple programs. The range of reading materials has been extended. Children in the Reception class now have a good range of equipment to help their fine and gross physical development. Pupils' work seen on inspection shows that they are now benefitting from creative opportunities such as sewing. Older pupils are beginning to develop skills in drama. As a result pupils are beginning to make better progress in the areas of the curriculum which were not catered for adequately at the time of the last inspection.
- A school council has been introduced. Pupils have learned how to apply for posts in a democratic manner. Older pupils are encouraged to help younger children have a voice.

- Teachers have planned visits which provide good opportunities to understand fundamental British values. These visits are followed up at school. For example, after a recent visit to the Houses of Parliament, pupils were taught how laws are made and what Members of Parliament do. Children also learned about the role of the monarch.
- Leaders have made sure there are opportunities for pupils to learn about the lives of others and understand beliefs which are part of religions other than their own. Music and drama have been introduced. Specific skills, such as for drumming, are being taught. A drama studio is now being used to help pupils learn how to work towards putting on a performance at the end of the school year. The creative curriculum is providing pupils with opportunities to learn. The school has introduced a vocal music programme into the curriculum in the form of 'Nasheeds' (songs). However, there are limitations in the range of knowledge and skills being taught in music. The long-term impact on pupils' progress in these subjects is not yet proven.
- Leaders have developed a suitable system to track how well pupils are learning. This uses both levels and assessment without levels in parallel, and extends to subjects beyond reading, writing and mathematics. Marking has improved and now needs to be consistently applied across the whole school. The quality is much better in some classes than others. Pupils understand targets teachers set them for improving their work. There is still a variation in rates of progress seen across the school. Those identified as gifted and talented and those with special educational needs are given suitable work to help them learn. The leader for these pupils knows the children well and makes sure teachers plan appropriately for their needs.
- Provision in the Reception class has improved, particularly in relation to the system of assessment introduced. This system now enables teachers to present a well-rounded picture of the progress of each child in the Reception year against the expected levels. The teacher links assessment evidence accurately to achievement and records this clearly. The Reception class teacher has received appropriate training to help her use the improved assessment arrangements to improve achievement. As a result teachers now have a much more accurate picture of achievement. The system now in place enables staff to evaluate children's performance by reference to national norms. Assessment records kept are enabling teachers to match activities to the learning needs of individuals more successfully. Members of staff in the setting are now making sure children understand how to use the new resources available to them. Parents have recently contributed views about their child's learning. This has been used to help decide what and how to teach next. Teachers are providing an interesting and well planned variety of activities to support their creative and physical development. For example, they have recently completed a cross-stitch sewing project which has enabled many children to develop their dexterity and perseverance. The outdoor area is small but now includes an appropriate range of play equipment. This is being used safely by the children to promote their physical and social development. The outdoor area now also includes markings and numbers to extend learning further. The school now meets the statutory requirements for the Early Years Foundation Stage.

Welfare, health and safety of pupils

- At the time of the last inspection, pupils' health and safety were compromised because proprietors had not ensured the premises were well maintained, particularly in the primary school. The proprietors and the leaders had not regularly reviewed parts of the safeguarding policies.
- Leaders have since had a positive impact on these shortcomings, so that these aspects of the standards are now being met. Arrangements are now being 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. Policies and procedures have been revised and this improvement is also seen in practice. The written policy was updated and improved in December 2014. The health and safety policy now complies with the relevant health and safety laws and is being implemented. Leaders are keeping records of regular and systematic checks on the premises. Important safety equipment such as the fire alarm is regularly checked and these checks are recorded well. Suitable training from staff and external providers has led to improved safeguarding arrangements which meet the standards. A fire risk assessment was completed in November

2014. Evacuation routes are clearly identified and signposted. Pupils look relaxed and happy in school and feel safe. They are confident in voicing their opinions and say they are well listened to. Paediatric first aid training has been updated. The designated person for safeguarding has received training appropriate to his role.

- Leaders have ensured effective systems are used to monitor the premises. A teacher has been given a part time role as the manager for health and safety.

Suitability of staff, supply staff, and proprietors

- At the last inspection it was found that all the required checks on trustees were not in place. Some minor amendments were needed to ensure the single central register met requirements
- The single central record now meets statutory requirements. The name of the person carrying out the checks is clearly recorded and all necessary checks are evident. Staff records seen are comprehensive and include well documented evidence of any concerns which the school has investigated. Necessary checks on the proprietor have been made and recorded in the register. Inspectors asked school leaders to confirm the name of the proprietor and made sure this was the person on whom checks were recorded. The requirements of this part of the standards are now being met.

Premises of and accommodation at school

- The proprietor has closed the secondary part of the school. There were concerns about several aspects of the primary school premises at the last inspection. Proprietors had not ensured the premises had been sufficiently maintained. For example, parts of the primary school were unclean, tiles were missing on stairways, corridor walls and in the boys' toilets.
- A teacher has since been appointed to a part-time role as manager of health and safety. Systems are now in place and consistently used to monitor the premises and correct problems promptly. As a result, the primary school is now clean, well-organised and tidy.
- A programme of repairs has corrected the shortcomings identified previously. Drinking fountains have been provided in accessible locations. They are clearly labelled and subject to routine maintenance. Toilets are clean and safe. The medical room has undergone refurbishment and now meets the requirements of the regulations. Unsafe tiles have been removed. A programme of redecoration has been completed within the timescale planned by leaders. Light fittings and whiteboard projectors have been improved in response to shortcomings identified at the previous inspection. As a result, the premises now meet the standards. Pupils have noticed and appreciate these improvements.
- New equipment for physical education has been purchased. It is appropriate, well stored and of a suitable quality.
- Primary pupils and children have access to a suitable and secure outdoor play area. Improvements have been made to markings on the play area. Additional play equipment to encourage development of physical skills and is in use by Reception age children. The concerns about outdoor space for secondary school pupils raised at the last inspection are not currently relevant because the proprietor has now closed this part of the school.

Provision of information

- The secondary school has been closed and the primary school was compliant with this part of the regulations at the time of the last inspection.

Compliance with regulatory requirements

The school meets The Education (Independent School Standards) (England) Regulations 2010, as amended, and associated requirements

Inspection team

Andrew Wright, Lead inspector

Her Majesty's Inspector

Mel Rose, Team Inspector

Her Majesty's Inspector

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, 63 pupils are on roll, all at the primary school. All secondary age pupils left the school in July 2014. There are no part-time pupils.
- The part of the school for girls of secondary age opened in 2003 and was located in separate accommodation around two miles from the primary site in Ravensbourne Park. Since July 2014, the proprietors have made the decision to close the secondary part of the school. They have no immediate plans to re-open it. The primary school, which includes a Reception class, is located in the same building as the headquarters of the Al-Muntada Al-Islami Trust in Parsons Green. It is used outside of school hours for other community activities.
- 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 Reception class receive government funding.
- The overall aim for the school is 'to provide an outstanding academic and Islamic education, aiming to create an encouraging atmosphere for Muslim children to realise their full potential'.
- The school makes use of an adjacent park for play.
- Since the last inspection the proprietors have appointed an executive headteacher. The primary deputy headteacher has left the school. A new deputy headteacher has been appointed internally. There have been no other changes to teaching staff at the primary school. The secondary headteacher and staff have left. Two existing staff have been appointed to the roles of key stage leader since September 2014.
- The number of pupils on roll at the primary school has fallen from 78 to 63 since the last inspection.
- The school's last full inspection took place in May 2014 when the school's overall effectiveness was found to be inadequate.

School details

Unique reference number	100372
Inspection number	455392
DfE registration number	205/6382

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 162A of the Education Act 2002, as inserted by schedule 8 of the Education Act 2005.

Type of school	Islamic day school
School status	Independent school
Age range of pupils	4–11 years
Gender of pupils	Mixed
Number of pupils on the school roll	63
Number of part time pupils	None
Proprietor	Al-Muntada Al-Islami Trust
Chair	Mr Abdul Hakeem Montague
Headteacher	Mr Ziad Chehimi
Date of previous school inspection	13-15 May 2014
Annual fees (day pupils)	£3,000
Telephone number	020 7471 8287
Email address	headteacher@almuntadaschool.org

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