

Ad-Deen Primary School

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

Inspection dates

9–11 February 2016

Overall effectiveness

Inadequate

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Requires improvement
Early years provision	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- The proprietor has not ensured that all of the independent school standards are met.
- The curriculum does not ensure that pupils acquire all the skills they need to prepare them for their future lives. It does not cover all the required areas for learning adequately.
- Leaders' plans for improvement do not focus sharply enough on the most important priorities.
- Teachers do not have the skills, guidance or resources they need to ensure that pupils make good progress in all subjects.
- The proprietor does not admit disabled pupils because it does not have the resources to meet their potential needs.
- The school's medical and toilet facilities are not good enough to meet the requirements of the independent school standards.
- Some of the school's procedures to keep pupils safe are not implemented well enough. As a result, the arrangements for safeguarding are not effective.
- More-able pupils are not given work which helps them apply and extend their skills when they are ready.
- Leaders have not ensured that all teachers apply the agreed policies on teaching consistently well.
- A small number of pupils do not attend well enough to make good progress in their learning.

The school has the following strengths

- Pupils, staff and parents understand the values the school stands for and uphold these well.
- Pupils are taught to respect one another and develop a strong sense of service to their community.
- Pupils' spiritual, moral, social and cultural education is well catered for.
- Children get off to a good start in their learning and development in the early years, whatever their starting point.
- Early reading and writing skills are well taught.
- Pupils receive effective guidance to help them improve their writing and have interesting opportunities to write at length.
- Pupils' behaviour is good. They look after one another and take care of the school's premises and equipment.
- Pupils make very good progress in their Islamic studies as a result of effective teaching, learning and assessment in this subject.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Take urgent, effective action to identify and rectify all defects and shortcomings in the premises which may place users at unnecessary risk.
- Ensure that the curriculum policy reflects the requirement to teach the full range of subjects required and that effective schemes of work are created to support the policy.
- Improve the quality of teaching, learning and assessment, so that it is at least good, by:
 - ensuring that all teachers apply the agreed policies on teaching consistently and effectively
 - providing the necessary training and resources to ensure that teachers enable pupils to make good progress from their starting points in all areas of learning
 - checking that teachers set work for pupils of all abilities which is sufficiently challenging and helps them apply their skills
 - insisting that teachers provide consistently helpful guidance and regularly review pupils' targets for improvement so that they remain appropriate.
- Improve plans for school improvement so that they focus more sharply on priorities aimed at ensuring that all of the independent school standards are met.
- The school must meet the following independent school standards.
 - The proprietor must ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively (paragraph 2(1)(a)).
 - The written policy must take into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care plan (paragraph 2(1)(b)(i)).
 - The proprietor must ensure that full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education is provided (paragraph 2(2)(a)).
 - The proprietor must ensure that a written curriculum policy is drawn up and implemented effectively so that all pupils have the opportunity to learn and make progress (paragraph 2(2)(h)).
 - The proprietor must ensure the effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2)(i)).
 - The proprietor must ensure that the teaching at the school enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3(a)).
 - The proprietor must ensure that the teaching at the school fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves (paragraph 3(b)).
 - The proprietor must ensure that the teaching at the school involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3(c)).
 - The proprietor must ensure that the teaching at the school shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons (paragraph 3(d)).
 - The proprietor must ensure that the teaching at the school demonstrates good knowledge and understanding of the subject matter being taught (paragraph 3(e)).
 - The proprietor must ensure that the teaching at the school utilises effectively classroom resources of a good quality, quantity and range (paragraph 3(f)).
 - The proprietor must ensure that the teaching at the school demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraph 3(g)).
 - The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school (paragraph 7(a)).
 - The proprietor must ensure that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy (paragraph 11).

- The proprietor must ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- The proprietor must ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy (paragraph 16(a)).
- The proprietor must ensure that appropriate action is taken to reduce risks that are identified (paragraph 16(b)).
- The proprietor must ensure that separate toilet facilities for boys and girls aged 8 years or over are provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time (paragraph 23(1)(b)).
- The proprietor must ensure that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils (paragraph 24(1)).
- The proprietor must ensure that suitable accommodation for the medical examination and treatment of pupils is provided (paragraph 24(1)(a)).
- The proprietor must ensure that accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility, is provided (paragraph 24(1)(b)).
- The proprietor must ensure that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (paragraph 25).
- The proprietor must ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently (paragraph 34(1)(a)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1)(b)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school fulfil their responsibilities effectively so that they actively promote the well-being of pupils (paragraph 34(1)(c)).

Inspection judgements

Effectiveness of leadership and management is inadequate

- The proprietor, who is also the headteacher, has not ensured that all of the independent school standards are met. The curriculum does not adequately prepare pupils for the experiences, opportunities and challenges likely to await them in their future lives.
- Some aspects of the school premises do not meet the requirements of the independent school standards and leaders have not rectified defects in the premises which pose an unnecessary risk to its users.
- Leaders' plans for improvement have not been fully implemented. The plans do not focus sharply enough on improvements to the quality of teaching and the curriculum.
- The accessibility plan has not been reviewed to take account of the extension and development to the premises. As a result, school leaders continue to state in their admissions policy that they are unable to admit disabled pupils.
- The curriculum makes no effective provision for the development of pupils' skills and knowledge in some of the required areas for learning. As a result, pupils are not adequately prepared for the next stage of their education, or their future lives in modern Britain.
- The headteacher and the leader for teaching in Key Stages 1 and 2 check on the quality of teaching regularly and systematically. They link their judgements well with outcomes for pupils in reading, writing and mathematics. They track the progress of pupils in these subjects thoroughly and accurately. Despite this, there remain inconsistencies in the implementation of agreed teaching policies.
- Leaders' plans for improvement identify appropriate actions to address some of the shortcomings in the accommodation and premises. The proprietor has ensured that parents receive accessible and detailed information about the way that funding is spent and the progress which pupils make in their Islamic studies, and in reading, writing and mathematics.
- Pupils' spiritual, moral, social and cultural education is good. Pupils learn the importance of serving the local community. They suggest helpful activities, such as cleaning up the local street, as a result of their commitment to this service. They are given time to reflect on their actions and to understand the similarities and differences between the way that they and those of other beliefs choose to live their lives. For example, pupils wrote about the qualities of a friend who follows a religion other than their own.
- The proprietor has created a distinctive ethos for the school which is understood and upheld by pupils, and appreciated by parents.
- **The governance of the school**
 - The school does not have a governing body to hold school leaders to account. However, the proprietor has taken appropriate steps to secure an external view of the school's work from the local authority. This has been particularly effective in improving some of the provision in the early years since the last inspection. Links with the community centre, which owns the premises in which the school is based, are positive and helpful. However, developments to the premises have not ensured that all of the facilities required to meet the independent school standards are in place.
- The arrangements for safeguarding are not effective. The proprietor has ensured that teachers make routine checks of their classrooms to make sure they are safe. However, other defects have been overlooked. The lack of a medical room with sufficient privacy means that pupils do not have access to facilities which meet the requirements of the standards. Older boys and girls do not have separate toilet facilities. The admissions register has important information missing or which needed to be corrected for accuracy during the inspection. Checks on the suitability of staff are robust. The proprietor is well trained in safer recruitment and puts this training into good practice. Parents and pupils have confidence in the work of school leaders to keep pupils safe.

Quality of teaching, learning and assessment is inadequate

- Teachers employed by the school do not have the necessary skills, knowledge, guidance or resources to teach all the required areas of learning to a high enough standard. They do not assess the progress of pupils effectively in every subject.
- In some subjects, pupils' work shows that little or no consideration is given to their starting points when deciding what is to be taught. For example, in Years 5 and 6, work in pupils' science books covers an almost identical range of activities regardless of their age or ability. Much of the creative and aesthetic

work done by pupils is linked to other lessons in their Islamic studies. There is little evidence that teachers considered what pupils were capable of before they attempted the work or what new skills they wanted pupils to develop.

- The more-able pupils are not all given work which meets their needs; this slows their progress. Some teachers do not provide guidance which is helpful or accurate enough to ensure that pupils make the progress of which they are capable.
- Teachers use assessment information effectively in reading, writing and mathematics to check on pupils' progress and refine their lesson plans. However, they do not revise pupils' targets for learning frequently enough to ensure that they remain relevant.
- Teachers of younger pupils are effective in ensuring that they acquire the basic skills in reading and develop an interest in books. They employ effective strategies to help speakers of English as an additional language learn to read as quickly as other pupils.
- Pupils' work shows that they benefit from more helpful guidance to improve their writing since the last inspection. They are now given more opportunities to write at length in a wider range of genres. For example, pupils in Years 5 and 6 have produced an interesting range of newspaper reports on local issues which show their good skills at using the key features of this genre.
- In mathematics, pupils are not challenged to solve problems often enough. More-able pupils are not encouraged to select the most effective method to find the answer to a problem. Some examples of good practice exist, but this is the exception rather than the rule.
- Islamic studies are taught well. This is because teachers use assessment information well to ensure that no pupil is left behind in their learning and the most able are suitably challenged. Parents are kept well informed about the progress of pupils in this subject.

Personal development, behaviour and welfare is inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate. The shortcomings in the curriculum mean pupils leave the school limited in their preparation for the opportunities, experiences and responsibilities of their future lives.
- The proprietor has not ensured that all of the independent school standards intended to safeguard the welfare of pupils are met. For example, the toilet and medical facilities do not meet the requirements of the relevant standards. The school admissions register does not contain enough information to safeguard pupils from the risk of going missing from education.
- Pupils receive effective guidance to help them understand how to keep themselves safe. Older pupils can explain the different forms bullying can take. Pupils understand how to protect their identity when using social media on the internet.
- Teachers make effective use of the training leaders have provided on safeguarding pupils from radicalisation and extremism to remain vigilant to potential dangers.
- Pupils are confident about expressing their opinions openly and develop an appreciation of rights and responsibilities which helps them understand modern British values.

Behaviour

- The behaviour of pupils is good. Disruption in lessons is very rare. Pupils demonstrate respect, consideration and kindness for one another and their teachers in lessons and at playtime. They are proud to be part of the school, and understand its behaviour policy. Pupils and parents agree that good behaviour is a hallmark of the school.
- The school's records of more serious behaviour incidents show that instances of bullying or discriminatory behaviour are very rare. The school's anti-bullying strategy is effective in enabling pupils to celebrate and value one another's differences and respect the rights of others.
- Pupils look after equipment and the school premises well. They understand how to behave safely.
- Occasionally, teachers' comments in pupils' books show that some pupils need reminding to complete their work to the standard of which they are capable.
- Pupils generally attend school well and arrive on time. However, records of meetings show that teachers remain concerned how the poorer attendance of a small number of pupils is adversely affecting their progress.

Outcomes for pupils

require improvement

- Outcomes for pupils require improvement because they are not good across the whole range of subjects taught. The curriculum provided does not enable pupils to make the progress necessary to prepare them well enough for the next stage of their education.
- The school's admissions policy makes it clear that the school does not have the resources to secure good outcomes for disabled pupils.
- Most pupils make expected progress in reading, writing and mathematics and attain standards which are in line with national averages by the end of each key stage. This is because most teaching of these subjects enables pupils to make good progress. However, the more-able pupils are not given work which meets their needs often enough, and this slows their progress. Some teachers do not provide guidance which is helpful or accurate enough to ensure that pupils make the progress of which they are capable.
- Pupils achieve well in their Islamic studies. Their progress is tracked closely and teachers ensure that any misconceptions or difficulties in acquiring knowledge are quickly rectified.
- Pupils who speak English as an additional language make the same rate of progress as others as a result of well-understood policies to help these pupils overcome barriers to learning. Leaders insist that pupils and staff uphold a strong commitment to welcoming and helping pupils new to the school community. This helps them feel at home quickly and settle down to learning.

Early years provision

is inadequate

- The early years provision is inadequate because some of the unmet independent school standards apply to this setting as well as the rest of the school. This includes the unmet standards in relation to the safeguarding of children.
- Pupils enter the Nursery or Reception year with skills which are usually lower than those typical for their age. Some are at a very early stage of acquiring English speaking and listening skills. As a result of good teaching, learning and assessment they make good progress and are well prepared for Year 1. A higher proportion attain a good level of development than that seen nationally.
- The leader for the early years checks on the quality of teaching well and ensures that a suitable range of training for staff is provided.
- The curriculum covers all the areas of learning well, in contrast to other parts of the school. Children get off to a good start and acquire basic skills in reading and writing as a result of the skilful teaching of phonics (the sounds that letters make). Teachers are also effective in helping children acquire the physical skills necessary to hold a pencil properly, which encourages them to enjoy mark-making and writing. Lots of intriguing and relevant contexts are provided for learning, which keep children engaged.
- Pupils behave well as a result of the interesting activities on offer and because of the caring, vigilant supervision of staff. Parents have confidence in staff and feel they are easy to communicate with.

School details

Unique reference number	136004
Inspection number	1001
DfE registration number	317/6079

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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	Muslim day school
School status	Independent school
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	60
Number of part time pupils	16
Proprietor	Sophie Rahman
Chair	Sophie Rahman
Headteacher	Sophie Rahman
Annual fees (day pupils)	£200 per month
Telephone number	020 8478 1147
Website	www.addeen.co.uk
Email address	sophie@addeen.co.uk
Date of previous inspection	18–20 March 2014

Information about this school

- Ad-Deen Primary school is an independent Muslim day school which serves the community in Ilford, Essex. Pupils are from a number of minority ethnic groups. Most speak English as an additional language.
- Children in the Nursery attend part time. Many of these are eligible for local authority funding. None are granted exemption from the statutory requirements of the Early Years Foundation Stage.
- The school's current admission policy is to not admit disabled pupils.
- The school rents part of a local community centre. In September 2015, the school extended the premises to include a second floor for older pupils.
- Since the last inspection, the headteacher has left. The proprietor immediately appointed a deputy headteacher, responsible for teaching and learning in Key Stages 1 and 2 and the curriculum. The proprietor assumes the role of headteacher and early years manager.
- The school aims to provide, 'a very high quality academic education alongside classical Islamic culturing' and to 'establish an Islamic personality within each child'.
- This was the third full inspection of the school since it opened in September 2009.

Information about this inspection

- The inspector observed learning in five lessons. He also observed a school assembly. Some of these observations were conducted with senior leaders.
- The inspector conducted a scrutiny of pupils' work in English and mathematics. He looked at the school's tracking system for pupils' attainment.
- Meetings were held with a group of pupils, the headteacher and staff with leadership responsibilities. A discussion was held with a representative from the local authority who has supported the school.
- The inspector listened to some pupils read from their books.
- The inspector considered a range of documentation including records related to safeguarding, the school's improvement and accessibility plan, and important school policies. He also scrutinised the records kept about serious behaviour incidents and accidents.
- The inspector took account of 12 responses to Ofsted's online questionnaire, Parent View. He spoke to parents at the end of the school day.

Inspection team

Andrew Wright, lead inspector

Her Majesty's Inspector

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