

Jamiah Madaniyah Primary School

80–82 Stafford Road, Forest Gate, London E7 8NN

Inspection dates

20–22 September 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	Inadequate
Overall effectiveness at previous inspection	Satisfactory

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders have not addressed the unacceptable risks posed to pupils in this school. The building is poorly maintained. A range of other serious risks were also identified during the inspection. Therefore, pupils are not safe.
- Senior leaders, governors and staff have a poor understanding of their responsibilities in relation to the 'Prevent' duty. This places children at greater risk from radicalisation and extremism.
- Leaders and governors have no knowledge of the Independent School Standards. They take no responsibility for ensuring that the school meets these minimum standards. A large number of standards are unmet and this impacts on pupils' learning and welfare.
- Pupils' absence is not followed up rigorously by senior leaders.
- Teaching is inadequate. It is poorly adapted to the needs of individuals and groups of pupils. This is particularly the case for those who have special educational needs and/or disabilities.
- The progress of all pupils is inadequate. It is especially poor for the most able and disadvantaged pupils. They are not challenged and thus make slow progress. Pupils' attainment is therefore very low across all subjects, but particularly in writing, science and art.
- The management of staff performance is woeful. Staff receive little training and no formal feedback to help improve their work.
- Leaders do not know how pupils perform in relation to their school's curriculum. They do not review or check for patterns in the progress of groups. This illustrates a failure to meet pupils' right to equality of opportunity.
- The school's policies, procedures and curriculum make no provision for some groups with protected characteristics.
- Governors have provided weak challenge to leaders. They have little understanding of the standards achieved by pupils.

The school has the following strengths

- Phonics is taught consistently. Pupils enjoy reading and have access to a wide range of high quality books.
- Pupils behave well in and around school. They are polite and caring towards each other.

Compliance with regulatory requirements

- The school must take action to meet 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?

- Improve the quality of leadership and management by ensuring that:
 - trustees, members of the governing body and senior leaders are all aware of their individual and collective responsibilities in relation to the independent school standards
 - the school's admission register details a pupil's next educational establishment when they leave the school
 - senior leaders maintain records and inform the relevant local authority when a pupil is missing from education
 - senior leaders review attendance and punctuality patterns of individuals and groups, adapting provision based on their findings
 - the school's risk assessment policy is applied in practice, ensuring that risks are minimised on the school premises, in lessons and on school trips
 - the premises are consistently well maintained
 - staff have recognised training in the use of fire extinguishers, in compliance with the Regulatory Reform (Fire Safety) Order 2005
 - fire alarms are consistently in place and working throughout the school's buildings, in compliance with the Regulatory Reform (Fire Safety) Order 2005
 - a supervised first-aid room is provided and used by pupils when necessary
 - staff are given formal feedback on their performance and progress towards agreed improvement objectives
 - staff are given regular professional development, in line with the school improvement needs, and the needs of individual members of staff
 - the school's evaluation of its own work is developed so that it is based on clear evidence about the school's work
 - the school's improvement plan is developed so that it is fit for purpose and monitored by governors
 - the curriculum provides learning opportunities for pupils to develop their creative skills, for example, through music and imaginative writing
 - leaders develop an accessibility plan through consultation with pupils, parents and staff (this is a statutory plan to remove discrimination against any pupils with a disability in accessing education)
 - staff have been trained and understand their duties under 'Prevent' legislation
 - the school website complies with the requirement for publishing information to parents.
- Improve the quality of teaching, learning and assessment so that it is consistently good by ensuring that:
 - teachers significantly raise their expectations of what pupils can achieve in their learning
 - teachers plan to meet the needs of specific groups, particularly those with protected characteristics, the most able, disadvantaged and those who have special educational needs and/or disabilities

- pupils are taught to progressively develop their ability to write fictional stories
- teachers deepen the learning of the most able mathematicians by enabling them to apply their mathematical skills in unfamiliar contexts
- teachers plan for pupils to progressively develop scientific skills, such as planning, hypothesising, conducting experiments and drawing conclusions
- there are clearer links across the curriculum for pupils to apply their mathematical learning; for example, in their scientific experiments
- teachers develop pupils’ artistic skills by progressively teaching them skills, for example, sketching and painting
- teachers ensure that lower-ability pupils and those who have special educational needs and/or disabilities have access to a wide range of suitable resources to support their learning
- leaders develop the assessment of phonics so it is more precise
- teachers encourage pupils to read aloud with greater expression
- staff consistently model standard English in their speaking and writing to pupils
- the subject knowledge of staff is developed further, to enable better-quality questioning and feedback to pupils about their learning.
- Improve pupils’ behaviour and attendance so they are at least good, and their attendance to above the national average.
- Ensure that all pupils, individuals and groups make good progress and attain at least in line with age related expectations.
- **The school must meet the following independent school standards:**
 - the proprietor must ensure that written policies on the curriculum, plans and schemes of work are implemented effectively, specifically to ensure that pupils have sufficient opportunities to explore creative education (paragraphs 2(1), 2(1)(a), 2(2) and 2(2)(a))
 - the proprietor must ensure that the school’s written policy for the curriculum, schemes of work and lesson plans take into account the ages, aptitudes and needs of all pupils, including those who have special educational needs and/or disabilities (paragraphs 2(1)(b), 2(1)(b)(i))
 - ensure that the teaching of personal, social, health and economic education encourages pupils to respect people, paying particular regard to the protected characteristics set out in the 2010 Equality Act (paragraphs 2(2), 2(2)(d), 2(2)(d)(ii) and 2(2)(i))
 - ensure that the school’s policies, schemes of work and lesson plans enable all pupils, regardless of their starting point or group, to learn and make progress (paragraphs 2(2) and 2(2)(h))
 - 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, and shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons (paragraphs 3, and 3(a), 3(c) and 3(d))
 - improve the subject knowledge of staff so that they consistently demonstrate a good knowledge and understanding of the subject matter being taught (paragraph 3(e))

- demonstrate that a framework is in place to thoroughly assess pupils' work regularly and use this information to teach pupils so they make progress in their learning (paragraphs 3(g) and 4)
- ensure that policies and practice relating to the school's curriculum do not discriminate against pupils contrary to Part 6 of the Equality Act 2010 (paragraph 3(j))
- the proprietor must encourage pupils to develop respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (paragraphs 5, 5(b)(vi))
- the proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school, by ensuring that all required checks are made on members of the governing body, contractors on site with pupils such as builders and that staff engage and understand their responsibilities under the 'Prevent' duty; and that all safeguarding arrangements have regard to any guidance issued by the Secretary of State (paragraphs 7 and 7(a), 7(b))
- ensure that the proprietor complies with relevant health and safety laws by implementing effectively the health and safety policy (paragraph 11)
- ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 by ensuring effective, working fire alarms throughout the building, that staff have the training necessary to operate a fire extinguisher and that the front school gate allows for safe entry and exit (paragraph 12)
- ensure that a suitably equipped room is always available to administer first aid to pupils and is near a toilet and washing facility (paragraphs 13, 24(1), 24(1)(a), 24(1)(b))
- ensure that the proprietor maintains an accurate admissions register in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- ensure that the welfare of pupils at the school is safeguarded and promoted by ensuring that risk assessments are specific and that appropriate action is taken to reduce risks that are identified (paragraphs 16 and 16(a), 16(b))
- the proprietor must ensure that all required checks are completed on members of the governing body, which must include checking their identity and right to work in the United Kingdom (paragraphs 20(6), 20(6)(b), 20(6)(b)(ii) and 20(6)(iii))
- the proprietor must ensure a register is kept which details the checks completed on staff and governors prior to their appointment (paragraphs 21(1), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(vii) and 21(3)(b))
- ensure that suitable washing facilities are provided for the sole use of pupils (paragraph 23(1) and 23(1)(a))
- the proprietor must ensure that the school premises and the accommodation and facilities therein are maintained to a standard such that, so far as reasonably practicable, the health, safety and welfare of pupils are ensured (paragraph 25)
- ensure that external lighting is provided in order to ensure that people can safely enter and exit the school premises (paragraphs 27 and 27(b))
- ensure that suitable drinking water facilities are provided and clearly marked as such (paragraphs 28(1), 28(1)(a) and 28(1)(c))
- the proprietor should ensure that the school's website contains their most recent

safeguarding policy and Ofsted inspection report (paragraphs 32(1), 32(1)(c) and 32(1)(d))

- the proprietor should ensure that the school’s complaints procedure is made available to parents, that there is provision for parents to take their complaint to a formal hearing, that this will have at least one panel member independent of the school’s leadership and management, and that records and findings will be kept for future scrutiny (paragraphs 33, 33(b), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii) and 33(k))
- 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, that leaders fulfil their responsibilities effectively so that the independent school standards are met consistently, and that they actively promote the well-being of pupils by protecting them from harm (paragraphs 34(1) and 34(1)(a), 34(1)(b), 34(1)(c))
- make arrangements to meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010, by ensuring that an accessibility plan is in place and that the needs of those with protected characteristics are taken into account in all the school’s policies and procedures.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Governors and senior leaders do not understand or check the Independent School Standards. They have failed to ensure compliance with a wide range of standards that have negatively affected pupils' welfare, safety and learning.
- A wide range of health and safety risks were identified by the inspector. For example, the front gate was padlocked, posing a fire risk and a potential barrier for the emergency services. The inspector also discovered a missing fire alarm, a door at risk of falling off a fire escape and a hole in the perimeter wall big enough to climb through.
- Leaders have not developed the standard of teaching expected in the Independent School Standards so that pupils make the progress they are capable of. Leaders identify the training needs of staff but they do not ensure that staff receive effective professional development. Though some governors and staff have had links with maintained schools, this has not ensured that expectations of leaders and staff are sufficiently high.
- The principal and middle leaders have failed to analyse their pupils' assessment information. Leaders have failed to conduct any analysis to check if their different pupil groups and year groups make varying amounts of progress. Therefore, they do not know if the most able pupils progress as well as disadvantaged pupils or any other relevant group in the school. No provision is made for pupils who have special educational needs and/or disabilities. As a result, leaders and governors have shown scant interest in ensuring equality of opportunity for their pupils.
- The principal has failed to develop an accessibility plan. Leaders had written a plan which should have been implemented between 2011 and 2014. However, the planned improvements were not delivered. No plan is currently in place.
- Leaders have failed to ensure that policies and procedures support the needs of those with protected characteristics. Policies and procedures in the school fail to take account of the potential protected characteristics of pupils, parents or staff. Namely they do not consistently take account of age, disability, gender reassignment, marriage or civil partnership, pregnancy, race, religion or belief, sex or sexual orientation.
- The school curriculum is not well balanced. There is little attention paid to the development of creative skills. For example, while Nasheeds are taught (lyrics that refer to Islamic beliefs, history, and religion), there is insufficient development of pupils' abilities to compose music, or develop a sense of pitch, tone or rhythm. Pupils have no understanding of different types of music and are given little opportunity to develop creative fictional stories.
- Parents who responded to the Ofsted survey 'Parent View' and were spoken to during the inspection were highly satisfied with the school. However, the inspection found evidence that pupils do not receive a good standard of education.
- Leaders and governors have demonstrated little capacity for further improvement. The principal was active during the inspection, aiming to rectify some of the unmet Independent School Standards. A range of improvements were made during the inspection which will help the school better comply with the standards in future. However, these developments were made because the unmet standards were identified by the

inspector. Leaders have not taken personal responsibility for ensuring that the minimum standards for a registered independent school are consistently met.

- Pupils are very respectful of each other, members of staff and visitors. Staff have created a calm and friendly environment. However, leaders have not ensured good learning for pupils, despite there being a calm and purposeful environment.

Governance

- Governors have failed to ensure that this is a safe school. They have an inaccurate opinion of how good the school is. They rely too heavily on the principal and his staff. Governors are keen and want to make a difference, but have not developed a clear understanding of how pupils and their different groups are progressing. Though they have visited maintained schools, this has not promoted effective practice or developed their own skills. For example, governors' meeting minutes are cursory and insubstantial. There is no evidence of effective challenge, or how governors shape the school's vision, values or improvement priorities.
- Governors and leaders have failed to tackle the issues that were identified, more than four years ago, at the previous inspection. For example, there are no extra-curricular activities delivered by the school.
- Governors are passionate about ensuring that pupils are well prepared to be active citizens in wider society. However, they have failed to ensure that their policies and practices will welcome pupils from all sections of British society, particularly those who have characteristics protected by the Equality Act 2010.

Safeguarding

- The arrangements for safeguarding are not effective.
- Pupils are not safe in this school. They are exposed to a high level of risk due to failure to apply national guidance from the Department for Education. Leaders have a clear policy in place to safeguard children, but do not apply this. For example, builders were seen to be working in the school without any appropriate safety checks in place. Governors, leaders and staff have no understanding of their responsibilities under the 'Prevent' duty. This places pupils at greater risk of radicalisation and extremism.
- Staff have received basic awareness training in female genital mutilation (FGM) and child sexual exploitation. They understand how such abuse may present itself in school and understand how to make a referral to the designated officer in school or at the local authority.

Quality of teaching, learning and assessment

Inadequate

- Teacher's expectations are too low. Teachers' subject knowledge is not strong enough to ensure that pupils receive good quality feedback orally or in writing. Too often teachers' questions do not extend pupils' learning.
- Science teaching does not enthuse pupils to ask even the most basic scientific questions. Pupils are not challenged to hypothesise, develop and conduct their own scientific experiments or draw scientific conclusions. As a result, Year 5 and 6 pupils are working at a level that would be expected from pupils in key stage 1.
- Pupils' writing is not of a good enough quality. They spend much of their English

curriculum time engaged in reading comprehension or writing non-fiction, such as a review of a book. There is insufficient depth given to different types of writing in English, for example, creative fictional story writing or letter writing.

- Pupils are enthusiastic readers. Phonics is consistently taught and pupils apply these skills well in their learning. However, pupils' progress in phonics is not rapid because the assessments of their learning include some inaccuracies. Older pupils, though confident readers, lack expression when reading aloud and have not been encouraged to develop this important skill.
- Mathematics is taught regularly. Teachers adapt pupils' work by increasing or reducing the size of numbers in calculations. This does not challenge the most able who need to practise their skills in new and different contexts. Equally, it does not support those who have special educational needs and/or disabilities who require greater use of a range of physical equipment to support their mathematics learning.
- Staff do not consistently model Standard English when speaking with pupils. The principal has failed to identify this as an issue in either the school improvement plan or his self-evaluation of the school's work. This is symptomatic of the general failure of leaders to identify and tackle issues that will affect pupils' life chances when they leave school.
- The teaching of computing is inadequate. Pupils use the internet for research and learn to word process. However, more sophisticated skills such as coding are not taught. As a result, pupils are not being well equipped for the secondary computing curriculum.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Inspectors found a significant range of inadequacies in health, safety and welfare provision. This means that there is a high level of risk to pupils' safety when they are in school.
- Pupils have no understanding of the wider forms of bullying that may present themselves through discriminatory or prejudicial behaviour. Older pupils have a secure understanding of fundamental British values. They understand the right to vote, the role of a Member of Parliament (MP) and the supremacy of English law.
- Pupils respect those with different beliefs, including those from different religions and none. They have a basic understanding of some of the key beliefs of different religions, such as Christianity, Judaism and Hinduism.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils' attendance at school is lower than for primary pupils nationally. Leaders do not analyse the attendance of groups of pupils or year groups. Neither do they track pupils' punctuality to school. A number of pupils were late for school during the inspection. Punctuality and attendance of pupils therefore require improvement.
- The behaviour of pupils in and around school is very positive. Pupils behave well and listen to adults. Conduct outside classrooms is orderly and no negative behaviour was observed during the inspection. School records show no behaviour incidents in the last academic year.

Outcomes for pupils

Inadequate

- Standards are very low in all subjects. Leaders and governors have accepted this for too long. They do not analyse the performance of different groups or year groups over time.
- Leaders do not know if disadvantaged pupils are performing better or worse than their peers. There has been no attempt to check this, and leaders are unaware of who these pupils are.
- The most able pupils are making inadequate progress. No provision is made to extend their skills across the primary curriculum. In subjects other than mathematics, pupils are typically given the same work. When work differs, it is not deepening the intellectual skills of these pupils. For example, last academic year pupils completed simple word searches as part of their history curriculum.
- Pupils who have special educational needs and/or disabilities are not making enough progress. Too often, they receive unchallenging work. Overall, this group of pupils are making little or no progress over time.
- Progress in reading is better than in other subjects. Regular curriculum time is given to this area, and particularly to reading comprehension. Pupils have developed an enjoyment of books. They apply their phonics skills well. However, teachers were found to underestimate what pupils are capable of reading in their assessments. This means that pupils could make more rapid progress in their reading over time.
- Pupils' attainment in writing is low. They do not make enough progress, as teaching does not ensure that they practise a range of writing. There was little evidence of pupils learning to write creatively.
- Attainment is very low in art. Pupils do not progressively learn the skills of sketching or using a range of different media. Indeed, pupils' skills got worse in sketching in the previous academic year. Evidence from last year also shows that pupils had very limited experience of painting.
- Some pupils are learning English as an additional language. However, leaders were unclear about the progress of this group. The inspection found that, regardless of a pupil's status as an English learner, progress and attainment were inadequate.
- Across the school's curriculum, pupils are prepared poorly to cope with their next steps or the academic demands of secondary education.

School details

Unique reference number	134591
DfE registration number	316/6065
Inspection number	10006015

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	Other independent school
School category	Independent school
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	23
Number of part-time pupils	0
Proprietor	Hanif Mohamed
Headteacher	Hanif Mohamed
Annual fees (day pupils)	£1,440
Telephone number	0208 5524486
Website	www.jamiahmadaniyah.co.uk
Email address	muhammadhanif2@yahoo.co.uk
Date of previous inspection	14–15 March 2012

Information about this school

- Jamiah Madaniyah Primary School opened in 2004. It is a non-selective mixed Muslim primary school for pupils aged between five and 11 years of age.
- The school aims to, '...empower children with the highest academic standards...to enable them to make a positive difference within wider society'. It currently has 23 pupils on roll, but has a registered capacity of 48 pupils. Pupils are currently taught in two classes, a Years 1–4 class and a Years 5 and 6 class. A number of pupils speak English as an additional language. There are currently no pupils with an education, health and care plan.
- The school was last inspected on 14–15 March 2012.

Information about this inspection

- This inspection was commissioned by the Department for Education.
- The inspector toured the school site with the headteacher. He checked compliance with the independent school standards.
- An assembly was visited to observe the development of pupils' spiritual, moral, social and cultural development. A range of lessons or parts of lessons were visited in both classes. The inspector toured classrooms to scrutinise pupils' work in English, mathematics, science, history and geography. A range of pupils' work from the previous academic year was also scrutinised. The inspector listened to pupils from both classes read.
- A meeting was held with two members of the governing body, the headteacher, senior leaders, two class teachers and the primary coordinator. The inspector met with two groups of pupils. He also spoke with pupils informally in lessons and around school. Several parents met the inspector informally at the start and end of the school day. The inspector spoke to two builders about their checks and disclosures on the first day of the inspection.
- The inspector reviewed a wide range of the school's documents, including policies, behaviour records, the single central record, curriculum information, schemes of work, the school improvement plan, a sample of teacher's annual reports to parents and the school's risk assessments.
- The inspector took account of the 11 responses to Ofsted's online parent survey (Parent View). He also evaluated the seven responses to the staff survey.
- The inspector checked the school's website to confirm that the required policies and documents were available, including the school's safeguarding policy.

Inspection team

David Storrie, lead inspector

Her Majesty's Inspector

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