

# Jamiah Madaniyah Primary School

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

**Inspection Dates**

16 October 2017

**Overall outcome**

**The school meets all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1), 2(1)(b), 2(1)(b)(i), 3, 3(a), 3(c), 3(d), 3(e), 3(g) and 4*

- At the school's second progress monitoring inspection in May 2017, the inspector found that some areas in this section required further development. These included teachers' subject knowledge, the planning of lessons and the assessment of pupils' learning to ensure that they acquire new knowledge and make good progress.
- The action plan indicated that staff would receive appropriate training to improve their subject knowledge and to develop their planning skills. In addition, the plan stated that the school's new assessment system has been enhanced and records the skills and aptitudes that pupils have when they join the school.
- This inspection found that staff have received appropriate training from external consultants. Staff have improved their skills in planning activities for pupils of different ages and abilities. They have been particularly well supported in developing effective teaching and assessment in subjects other than English and mathematics.
- Senior leaders hold regular discussions with teachers about their lesson planning. Leaders provide teachers with advice and guidance and staff are held to account for the quality of teaching and pupils' progress. Their plans carefully set out the development of pupils' understanding of British values across all subjects. Scrutiny of lesson-planning indicates that it is of much higher quality than previously and provides for a range of teaching methods to engage pupils in their learning.
- Since the last monitoring inspection in May 2017, teachers have subscribed to organisations that provide specialist advice on the teaching of different subjects. Staff report that this has given them more confidence in subjects with which they were previously less familiar. Visits to classrooms showed that teachers' good subject knowledge and high-quality classroom resources inspire pupils with enthusiasm for learning.
- Since April 2017, effective new assessment arrangements have been introduced which have had a positive impact on pupils' achievement. Teachers now have access to information about pupils' prior attainment which they use effectively to plan

interesting classroom activities. Staff use this information to make comparisons with national tests to ensure that they plan suitably demanding work to help pupils to succeed. Evidence gathered from pupils' books and from the school's assessment information confirmed that pupils make good progress. As a result, pupils are becoming more confident in thinking for themselves. Leaders check the quality of teaching effectively, through visits to classrooms, examination of pupils' books and analysis of data on pupils' progress.

- The requirements for these paragraphs are now met.

*Paragraph 2(1)(b)(ii) and 3(i)*

- Early in 2017, the school revised and developed its approach to curriculum planning for subjects other than English and mathematics. Each afternoon, themed topics are taught across subjects together with British values. In addition, leaders have prepared a statement to enable staff to focus their planning on this aspect of the curriculum: 'Jamiah Madaniyah Primary School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.' Leaders and staff demonstrate their commitment to these stated aims through the changes made to the curriculum.
- This new approach to the teaching of different subject areas provides many opportunities for developing pupils' ability to distinguish between right and wrong. It helps pupils to understand the benefits of taking personal and social responsibility for their actions and to understand key British values and institutions. Through regular reflection, assemblies and off-site visits, pupils are encouraged to celebrate different cultures and faiths and learn tolerance. For example, pupils have visited the Houses of Parliament, learned about Hinduism and celebrated Black History Month. This gives them a good understanding of democracy and services, both locally and nationally.
- The requirements for these paragraphs continue to be met.
- All the requirements for this part are met.

Part 2. Spiritual, moral, social and cultural development of pupils

*Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)*

- Leaders provide a safe learning environment where pupils are free to learn without disruption. The new curriculum plays a pivotal role in the promotion of British values. Each term, an external specialist consultant checks that the content has been covered in sufficient depth and that pupils' progress has been accurately assessed. Any actions necessary to secure further improvement are followed up during the next visit. This approach has been successful in improving pupils' confidence and self-esteem so that pupils are well prepared for adult life. It also demonstrates the school's strong commitment to actively promoting British values.
- From when they join the school, pupils are helped to understand how to take responsibility for their own behaviour, recognising the consequences of their actions and words on others. They learn to understand the difference between right and wrong and apply this to their own lives. In addition, the school teaches pupils to

show mutual respect and tolerance towards others. For example, pupils have raised funds to help support older people in the local area.

- Pupils are encouraged to respect both civil and criminal law in ways that are appropriate to their ages and levels of understanding. Leaders promote British values, citizenship and strong personal development through the school's policies including the 'Good behaviour and discipline' policy. Through visits to British institutions and listening to visiting speakers, pupils' knowledge and understanding of democracy and services in the locality and in the United Kingdom grows.
- Through electing members of the school council, pupils learn about the democratic process. In discussion, they spoke enthusiastically about the 'mock elections' they held last year and about how they considered the views of different political parties. The success of these initiatives is a tribute to the very positive and productive relationships, based on trust and mutual respect, between adults and pupils.
- The stimulating curriculum supports pupils' understanding and respect for faiths and traditions other than their own. It encourages pupils to appreciate the cultural diversity of modern Britain. Many pupils successfully develop their leadership skills through taking on posts of responsibility, including the role of buddy to support new pupils who join the school, and the role of book monitor. This encourages them to think of the needs of others before their own and to treat everyone equally.
- Senior leaders go to great lengths to ensure that every pupil has the opportunity to learn and achieve well. Pupils explained that during assemblies, celebration days and topic lessons, staff place great emphasis on the equality of each human being. Staff ensure that issues around age, disability, marriage, race, religion, sex and sexuality are discussed clearly
- Curriculum plans promote pupils' respect for people with protected characteristics well. Pupils spoke in ways appropriate to their ages about groups of people who may be vulnerable and have specific protection under the law. They said that their religion teaches them that everyone is equal and that they are taught to respect different kinds of relationships.
- Leaders are fully aware of their duty to monitor both the quality of teaching and the content of the curriculum to ensure that pupils are always presented with balanced views on global and political issues. The teaching and learning policy gives guidance to teachers to ensure that planned lessons and activities will be free from partisan political or religious views. It goes on to state that where any political issues are discussed, a balanced view is always to be presented.
- The requirements for these paragraphs continue to be met.
- All the requirements for this part are met.

### Part 3. Welfare, health and safety of pupils

#### *Paragraph 7, 7(a) and 7(b)*

- In May 2017, the progress monitoring inspection found there were weaknesses in the school's recruitment procedures. Before new staff took up their appointments, leaders were not always following statutory safeguarding guidance. Leaders were not systematically carrying out the necessary checks of applicants' names against the list of individuals barred from working in schools. The action plan states that all the necessary

checks have been implemented.

- During this inspection, the checks relating to the single central record of recruitment and personnel files were scrutinised. Analysis of these documents shows that all the required checks have been completed and now meet statutory requirements.
- The school's comprehensive and effective safeguarding policy reflects the Secretary of State's latest guidance, 'Keeping children safe in education' (September 2016), and 'Working together to safeguard children' (March 2015). The school does not have a website, but this policy and all others are available upon request from the school's office.
- Safeguarding is given a high priority in the school. For example, leaders have undertaken effective risk assessments for a range of activities.
- All staff have completed the required safeguarding training. Led by an external consultant, staff have recently completed additional training to strengthen their expertise relating to the 'Prevent' duty. Staff know how to identify pupils who might be at risk from radicalisation. For example, staff understand how to identify extremist traits that might be found in pupils' written work, body language, and speech or internet usage. Staff are now more vigilant than previously about spotting unusual behaviour. Staff have a good understanding of the issues to consider in trying to prevent pupils from being drawn into extremism. Staff have also attended training provided by the local authority's safeguarding team. Leaders have not liaised with the local authority's 'Prevent' lead.
- The requirements for this paragraph are now met.
- All the requirements for this part are met.

#### Part 4. Suitability of staff, supply staff, and proprietors

##### *Paragraph 18(2) and 18 (2)(a)*

- The evidence for this section is detailed in Part 3.
- The requirements for this paragraph are now met.
- All the requirements for this part are met.

#### Part 5. Premises of and accommodation at schools

##### *Paragraph 12*

- In May 2017, the progress monitoring inspection found that there were no logs of routine checks such as weekly tests of the fire alarm or emergency lighting.
- The action plan stated that the routine checks are now being carried out and that a visit from an external fire consultant had taken place.
- This inspection found that the school has established a single fire safety log book. This gives details of the weekly checks for the fire alarm, extinguishers and emergency lighting. Fire drills are logged on a termly basis. The school's health and safety and first aid policies meet requirements. Written risk assessments have been completed, are of good quality and meet all the required aspects of health and safety in reducing identified risks. A visit from an independent fire consultant took place on 18 May 2017 to check compliance with the Regulatory Reform (Fire Safety) Order 2005 for the school's premises. This visit found that the school met the requirements for fire safety. Fire exits

are clearly signposted to enable pupils to leave the building quickly and safely.

- The requirements for this paragraph are now met.
- All the requirements for this part are met.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- Leaders have made good progress towards meeting the unmet independent school standards. They have successfully addressed all the unmet standards relating to the:
  - quality of education
  - spiritual, moral, social and cultural development of pupils
  - pupils' welfare, health and safety
  - recruitment checks on the suitability of staff
  - premises of and accommodation at schools.
- Senior leaders have demonstrated that they possess the necessary skills, knowledge and understanding of their roles and responsibilities in meeting the independent school standards that actively promote pupils' well-being.
- The requirements of this paragraph are now met.
- All the requirements for this part are now met.

## **Compliance with regulatory requirements**

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### **The school now meets the following independent school standards**

- 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 (paragraph 2(1), 2(1)(b) and 2(1)(b)(i)).
- 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 (paragraph 3, 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 and 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 (paragraph 3, 3(g)).
- Ensure that a framework for pupil performance is evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place (paragraph 4)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b)).
- Ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 12).
- Ensure that no person is barred from regulated activity relating to children (paragraph 18(2) and 18(2)(a)).
- 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 (paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

## School details

Unique reference number	134591
DfE registration number	316/6065
Inspection number	10041234

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 primary day school
School status	Independent school
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	17
Number of part-time pupils	None
Proprietor	Hanif Mohammed
Headteacher	Hanif Mohammed
Annual fees (day pupils)	£1,440
Telephone number	07983 563506
Website	None
Email address	<a href="mailto:muhammadhanif2@yahoo.co.uk">muhammadhanif2@yahoo.co.uk</a>
Date of previous standard inspection	20–22 September 2016

## Information about this school

- Jamiah Madaniyah Primary School is an independent Muslim primary school in the London borough of Newham, catering for boys and girls aged between five and 11 years. It has an Islamic ethos and religious character.
- The school aims 'to foster a love of learning within a broad and balanced curriculum by encouraging a sense of curiosity, open mindedness and perseverance'.
- The school is registered for 48 pupils and there are currently 17 on roll.
- There are no pupils who have a statement of special educational needs or an education, health and care plan.
- The school's last full inspection was in September 2016, when its overall effectiveness was judged to be inadequate. This was the third progress monitoring inspection and

follows two previous progress monitoring inspections in February and May 2017.

- The school does not have a website. However, all the required policies are available from the school, in hard copy, on request.



## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged not to comply with at its previous inspection.
- This inspection was the school's third progress monitoring inspection and was conducted without notice.
- The school submitted an action plan which was evaluated in August 2017 and was approved by the Department for Education in the same month.
- This inspection focused on the school's progress against specific requirements within Parts 1, 2, 3, 4, 5 and 8 of the independent school standards.
- The inspector conducted the inspection with the proprietor, who is also the headteacher, and the primary coordinator. He observed learning in all classes, spoke to pupils in Years 5 and 6 and looked at pupils' work. He scrutinised documentation related to the curriculum, safeguarding, health and safety and risk assessments. The inspector also held a telephone discussion with the local authority's lead officer responsible for work related to the 'Prevent' duty.
- There were no responses to Ofsted's online survey, Parent View.

## Inspection team

David Scott, lead inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2017