

# Assunnah Primary School

565a High Road, Tottenham, London N17 6SB

## Inspection dates

10–12 October 2017

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Senior leaders and governors have not ensured that all of the independent school standards are met.
- The education provided does not pay sufficient regard to the protected characteristics defined in the Equalities Act 2010.
- Middle leaders do not have an accurate picture of the quality of subject teaching.
- Teachers in key stage 1 do not make effective use of assessment.
- Teaching across the curriculum is variable. Some teachers' expectations of what pupils can achieve are too low.
- Teachers are not as successful in helping pupils develop their reading comprehension skills as they are in the teaching of phonics.
- Leaders have not taken action to rectify defects or potential risks in the premises, despite having rigorous risk assessment procedures in place.
- The outdoor area in the early years setting does not provide good opportunities for children to develop skills in all areas of learning.
- Governors do not provide strong and well-informed challenge and support for leaders.

### The school has the following strengths

- The teaching of English and mathematics is typically effective in sustaining pupils' progress.
- Pupils' spiritual, moral, social and cultural development is mostly well provided for.
- Pupils achieve well in writing and mathematics by the end of key stage 2.
- Safeguarding is effective.

### 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?

- Improve leadership and management by ensuring that the proprietor, trustees and governors take effective action to challenge and support school leaders, including middle leaders, so that all of the independent school standards are met.
- Ensure that pupils are encouraged to respect other people, paying due regard to the protected characteristics set out in the 2010 Equality Act.
- Improve and make better use of the premises, including outdoor provision in the early years and provision of washing facilities in the medical rooms.
- Improve the attendance of pupils so that it is at least in line with national averages for similar schools.
- Improve the quality of teaching, learning and assessment, particularly in key stage 1, by
  - insisting that teachers make consistent, effective use of assessment to plan lessons which build successfully on pupils' existing skills and knowledge
  - developing further the skills of teachers in supporting pupils' progress in reading comprehension
  - ensuring that teachers typically expect the same standard of work and attitudes to learning across the whole curriculum.

### The school must meet the following independent school standards

- The proprietor ensures that personal, social, health and economic education is provided that encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 2, 2(2)(d) and 2(2)(d)(ii)).
- The proprietor ensures that the teaching at the school 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 and 3(d)).
- The proprietor ensures that principles are actively promoted which encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 5 and 5(b)(vi)).
- The proprietor ensures that suitable accommodation for the short-term care of sick and injured pupils is provided, which includes a washing facility and is near to a toilet facility (paragraphs 24(1) and 24(1)(b)).
- The proprietor ensures that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1), 34(1)(a) and 34(1)(b)).

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- The proprietor and senior leaders have not ensured that all of the independent school standards are met.
- Leaders have not maintained a good standard of teaching through a period of staff change, particularly in key stage 1. As a result, the rate of pupils' progress has decreased.
- Middle leaders are ambitious for pupils to achieve well in the subjects for which they are responsible. Their plans for improvement are focused on appropriate priorities and demonstrate secure subject knowledge. However, they do not have the opportunity to gather the evidence they need to check on the impact of their work. Some are very new to their role and have not had time to secure necessary improvements.
- The curriculum covers a broad and balanced range of subjects. Its implementation meets the requirements of the standards. However, there is variability in how well the curriculum enables pupils to make progress across the range of subjects taught.
- Leaders ensure that pupils learn about religions other than their own directly from people who practise them. Leaders are aware of the requirements to make pay due regard to all the protected characteristics. However, pupils are not given enough guidance about these to meet the requirements of the independent school standards.
- Pupils' spiritual, moral, social and cultural development is well provided for overall. Pupils are active in helping local charities and good causes. Leaders ensure that pupils gain a wide range of cultural experiences, such as the visit to the Science Museum which took place during the inspection. Pupils who spoke to inspectors could explain the democratic process and how this was used to elect the school council. This is preparing them well for their future lives in Britain.
- Leaders manage the complex premises on both school sites adequately. One of the buildings is used by others outside school hours. However, on occasion, insufficient action has been taken to rectify defects or mitigate potential risks. They have not ensured that rooms are set aside for pupils' medical needs, including washing facilities, as required by the independent school standards. Parents and pupils are supportive of leaders' work to provide suitable premises, but some agree more could be made of these.
- Leaders responsible for provision for pupils who have special educational needs and/or disabilities ensure that identification of need is followed up with appropriate support. However, they do not check the progress of these pupils rigorously, or monitor the impact of teaching on these pupils' achievement.
- The school's safeguarding policy is published on its website and makes reference to the latest statutory guidance.

## Governance

- Governors have recognised the need to broaden the scope of their work and recruit new members. However, they have not yet put these plans into action. Governors receive insufficient information, and from too narrow a range of sources, to gain a current, accurate picture of the school's effectiveness. As a result, they have let standards decline.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that checks on the suitability of staff are thorough and properly recorded. They have ensured that teachers are well trained to recognise signs of abuse related to female genital mutilation and the influence of those with extremist views, for example.
- Leaders have thought carefully about how to help pupils stay safe when using the internet and using mobile devices.
- Governors do not have a systematic approach to checking and recording the consistency and thoroughness of leaders' checks on the premises or the timeliness of training updates.
- Pupils, parents and members of staff typically express confidence in leaders' work to ensure that safeguarding arrangements are robust.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching, learning and assessment varies widely between subjects. Some of the work seen indicated that teachers have secure subject knowledge and high expectations. However, other work showed that some teachers do not expect enough of pupils. In particular, teachers do not insist that pupils develop their skills in reading, writing and mathematics in other subjects. Their expectations of what the most able pupils can achieve are too low.
- Teachers typically know their pupils well and have assessment information showing pupils' prior learning. However, some teachers make insufficient use of this information when planning lessons. Consequently, they fail to provide sufficient challenge for pupils across the range of ability. This is particularly the case in key stage 1.
- The teaching of English and mathematics is generally effective, although there is evidence of a decline in quality of teaching in key stage 1 classes. While pupils make good progress in learning basic reading skills, teachers are less successful in helping them develop skills of comprehension, including in key stage 2. Writing skills are generally well taught. However, mathematics teaching in key stage 1 does not build as successfully on what children already know how to do.
- Teachers develop positive relations with pupils, which encourages them to try hard. Most teachers understand and effectively apply the behaviour policy when pupils find it hard to concentrate or show disrespect for others. However, some teachers are less successful in this respect so that learning is disrupted by pupils who do not behave well.
- There is good practice in teaching for the school to build on. For example, in mathematics, the most able older pupils in key stage 2 benefit from skilful explanations and high expectations of achievement. Good links were made with other subjects. For example, some pupils' understanding is enriched by the teacher's references to the use of mathematics by different cultures.

## Personal development, behaviour and welfare

Requires improvement

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. The independent school standards related to respect for people with protected characteristics are not met.
- Leaders make checks on the premises for safety and repair, which is also used by others. Despite this, leaders have overlooked some defects and have tolerated some poor decoration and lack of repair in parts of the premises. This does not convey the right message for pupils, who typically take great pride in their school.
- Pupils are taught how to play an active and responsible part in school life and contribute to the wider community. Older pupils enjoy their responsibilities as mentors for younger children, for example.
- Pupils receive effective guidance on how to stay safe, including when using the internet. They are encouraged to discuss sensitive issues openly and understand the importance of respecting the views of others.
- Outdoor areas and activities promote an understanding of the contribution of physical activity to a healthy lifestyle. Leaders have organised a playtime timetable, which ensures that there is enough space for pupils to engage in physical activity.

### Behaviour

- The behaviour of pupils requires improvement. Teachers in key stage 1 regularly interrupt lessons to remind some pupils how to behave well. Older pupils demonstrate typically better attitudes to learning, particularly when lessons captivate and challenge them.
- Leaders' records of behaviour incidents demonstrate that some pupils are not improving their attitudes to learning rapidly enough. However, these records also show that leaders are rigorous in recording and evaluating their efforts to improve behaviour and communicate with parents. Very few instances of discriminatory or bullying behaviour are recorded.
- Pupils' attendance is lower than that for similar schools nationally. Leaders' records of attendance do not provide sufficient information to enable analysis, for example to identify variations between different groups of pupils or over time.

## Outcomes for pupils

Requires improvement

- Pupils do not make substantial progress across the subjects of the curriculum. Although pupils' work in some classes shows that they develop skills and knowledge well, more typically, teachers' expectations of what pupils can achieve are too low.
- Current pupils in key stage 1 are not building well on their prior learning in English and mathematics. Teachers are not using information about pupils' achievements to ensure that those of different abilities are sufficiently challenged or supported. In particular, their progress in writing is not as strong as should be expected.
- Leaders ensured that a greater proportion of pupils reached the expected standard in

phonics by the end of Year 1 than seen nationally. All pupils in Year 2 reached the expected standard in reading in 2017. However, the rates of pupils' progress decrease in key stage 2 because reading comprehension skills are not well developed. As a result, the attainment of pupils by the end of key stage 2, including that of the most able, is weaker in reading than in writing and mathematics.

- In key stage 2 teachers assess pupils' work accurately and ensure that they sustain progress in writing and mathematics. By the end of key stage 2, the proportion of pupils reaching the expected standard in writing and mathematics is above the national average. This prepares them well for the next stage of their education.

### Early years provision

### Requires improvement

- The school's 2017 information shows that the proportion of children achieving a good level of development declined after being in line with national averages for the previous two years. Leaders were able to explain that this was due to nearly a third of children arriving very shortly before the end of the school year with attainment below that of others.
- Children sustain progress from their starting points across the range of subjects taught. However, some do not make as much progress as they could because teaching does not challenge them or make sufficiently skilled use of the resources available.
- There are inconsistencies in the quality of teaching. For example, teacher's use of questioning and their expectations for children's development of accurate spoken English remain variable.
- Children are given planned, regular opportunities to learn, both indoors and outdoors. However, the outdoor area is located in a separate building. Leaders' plans do not offer sufficient opportunity for children to develop their skills across the curriculum. For example, a nature area, which had begun to be used, has been discontinued. Leaders have not yet overcome the challenge of how to ensure that outdoor learning is as effective as that seen indoors.
- Most children have rapidly learned the routines that operate in the Nursery. Children in the Reception Year also usually behave well. However, a few demonstrate disruptive and disrespectful behaviour which is not challenged effectively by teachers.
- Leaders ensure that teachers accurately assess children on entering the early years. This information shows that their skills and abilities are usually below those typical for their age, particularly in the use of English to communicate. Leaders make sure that children's progress is monitored carefully. This is helping them to identify strengths and weaknesses during an ongoing time of staff change.
- Supervision is vigilant and staff are well trained in important skills such as paediatric first aid. They consider risks when children go on visits outside of school thoroughly. The welfare arrangements in the early years meet statutory requirements.

## School details

Unique reference number	135988
DfE registration number	309/6088
Inspection number	10012782

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 faith primary school
School category	Independent school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	103
Number of part-time pupils	34
Proprietor	Mohamed Yusuf
Chair	Mohamed Yusuf
Headteacher	Feroz Adam
Annual fees (day pupils)	£2,950
Telephone number	020 8350 0592
Website	<a href="http://www.assunnahschool.co.uk">www.assunnahschool.co.uk</a>
Email address	<a href="mailto:myusuf@assunnahschool.co.uk">myusuf@assunnahschool.co.uk</a>
Date of previous inspection	18–20 June 2013

## Information about this school

- Assunnah Primary School is an independent Muslim day school located in the Bruce Grove area in North London. It opened in September 2009.
- There are also 26 children in Nursery who attend part time, nine of whom are under the age of three.
- No pupils have a statement of special educational needs or an education, health and care plan. A very small proportion of pupils have special educational needs.
- The primary school is housed within a mosque complex, with the early years occupying

the ground floor of a separate building adjacent to the main school.

- Most pupils are of Somalian heritage. Nearly all pupils speak English as an additional language.
- None of the school's pupils attend alternative provision.
- The school intends to help pupils understand the Islamic faith and to cover the national curriculum. Arabic, and Islamic and Qur'anic studies, are taught as part of the timetable.
- The school was last inspected in June 2013, when it was judged to be adequate.



## Information about this inspection

- The inspection was carried out with one day's notice.
- Inspectors carried out observations in lessons and toured the premises with school leaders at the primary and early years sites.
- Inspectors scrutinised records of pupils' progress and examples of their written work.
- Meetings were held with the headteacher and deputy to discuss the school's safeguarding arrangements and plans for improvement. Meetings were also held with a governor and a group of middle leaders. Inspectors spoke with parents and pupils to hear their views.
- There were no responses to the staff questionnaire. There were too few responses to the Ofsted online questionnaire, Parent View, to consider. However, inspectors looked at the school's own recent surveys of the views of parents and staff.
- Inspectors observed pupils during breaks. They looked at school documents, including those related to behaviour, attendance, safeguarding and pupils' learning.

## Inspection team

Andrew Wright, lead inspector	Her Majesty's Inspector
Noeman Anwar	Her Majesty's Inspector
Gary Rawlings	Ofsted Inspector

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