

Tiny Tots Pre School and Primary School

Independent School

Inspection report

DCSF Registration Number	856/6019
Unique Reference Number	134905
URN for registered childcare	EY253399
Inspection number	332466
Inspection dates	25–26 February 2009
Reporting inspector	Jane Melbourne HMI

This inspection of the school was carried out under section 162A of the Education Act 2002, as amended.

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended, the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

Tiny Tots Pre School and Primary is an Islamic faith primary school established in 2003. In July 2007, there was a change of ownership and Al-Islamia separated from Tiny Tots, which now only operates from the original Beal Street site. It is managed by the proprietor and his wife. Pupils are mostly from the locality. Staff and pupils are all Muslims, and this includes a large Somalian population. All of the pupils speak English as an additional language. Sometimes pupils who join the school mid academic year speak very little or no English. There are five pupils with learning difficulties or disabilities on register; none currently has a statement of special educational needs. There are 104 pupils between the age of three and nine years attending. The school intends to expand to Year 5 pupils in the next academic year and Year 6 pupils the year after. The last whole school inspection was in November 2005 and the last inspection of the Early Years provision was in January 2006. There is currently no registered childcare for under three-year-olds. The school aims to 'instil the values of Deen whilst providing a high standard of curriculum.' It seeks to 'enable everyone to achieve their full potential, value the individual and forge strong links between school, home and the local community. This education is provided in a manner conducive to Islamic values, within a disciplined environment.'

Evaluation of the school

Tiny Tots Pre School and Primary School provides a satisfactory quality of education. Pupils' behaviour is good overall and children in the Early Years Foundation Stage make good progress in their personal development and well-being. These are strong features of a school where pupils are overwhelmingly positive about the teaching and their learning. Pupils in some year groups make good progress, although their progress is satisfactory overall because they are not all doing as well as they should be. The school meets all but four of the regulations.

Quality of education

The quality of education is satisfactory overall. The curriculum is satisfactory. It is based on the National Curriculum and incorporates most of the essential elements, including strong emphasis on literacy and numeracy. There is currently no information and communication technology (ICT) available, either as a discrete subject or to enhance other areas of the curriculum. It is shortly to be reintroduced

following the recent adaptation of part of one of the classrooms into a new computer suite. The school is developing community cohesion through its strong links with families of the pupils and members of the local community. However, there are infrequent school trips and visitors. The school now offers an extra curriculum through its Madrassah classes, which are well attended by 75% of pupils at the school. This is taught by subject specialists and incorporates Qur'anic recitation and memorisation (in Arabic), *tajweed* (a melodic style of recitation), du'as (supplications, in Arabic), Islamic morals (manners), basic Islamic beliefs and practice, early Islamic history and some Urdu.

The school follows Qualifications and Curriculum Authority (QCA) schemes of work to guide practice, and staff adapt lessons broadly to meet the needs of the pupils within their class. Supplementation of QCA material with other commercial work schemes ensures progression across the curriculum, particularly in mathematics. Lesson plans are mostly adapted to ensure continuity across the whole school. However, the plans do not consistently account for the very wide range of learners within each class and activities are not always effectively adapted to meet all of their needs. There is still too much whole class teaching and not enough practical learning in some classes. Higher-attainers are given too few activities which will challenge their thinking. The school is just about adequately resourced, other than for ICT, physical education (PE) equipment and outdoor play equipment, which is all inadequate.

The quality of teaching and assessment is satisfactory overall and many lessons are good. In the best lessons, teachers have good subject knowledge, make the lesson objectives clear and move the lesson on at a good pace. In these lessons, there are stimulating activities appropriate to the range of pupils in the class and their understanding is continually assessed. Teachers make the good quality lessons interesting because they are confident in what they are teaching and they deliver in either a dynamic or self-assured way, inspiring pupils and helping them to gain confidence. Pupils enjoy lessons when practical work is set and then they make good gains in their learning, for example during the popular role play sessions. Pupils are usually informed about the lesson objectives and most staff make clear their high expectations, for example, what pupils are to achieve within the lesson and the standard of the presentation of their work. They are given learning targets for literacy and numeracy, but these are not always referred to often enough. Consequently some pupils do not remember them, so they are not a helpful tool to their learning or to identify their next steps. The school is trying to address this and has recently introduced target books. There is some inadequate teaching within the school. Here work is not sufficiently adapted to the range of pupils' needs and the more able are insufficiently challenged, which was highlighted in the last inspection. The pace of the lessons is too slow in the introductions, so pupils - particularly the boys - lose interest and their behaviour deteriorates, resulting in time being wasted and inadequate progress. Teaching assistants are not consistently used to best effect to support pupils in these lessons.

Reading is taught well across the primary age range, and parents support the school well with this. Pupils benefit from regular opportunities to write creatively and staff ensure that pupils make the most of their writing skills in other lessons, too. Standards in writing have improved since the last inspection. Personal, social and health education is another strong area of this school. The provision for art is only just satisfactory. Often pupils arrive at the school with poor skills in this area and so their starting points are behind where they should be for their age and attainment in this area is low.

There is a good assessment framework in place that enables the school to compare pupil performance with national norms. Pupils are assessed on entry and at various points in the year, so an accurate picture of their rate of progress is formed. Pupils' progress is satisfactory overall. In many lessons, however, they are making good progress. Pupils are sometimes given good quality advice through direct feedback from staff on how they could improve a piece of work, but this is less comprehensive in the marking, which is not yet consistent across the school. Pupils with learning difficulties and/or disabilities are supported well, with a focus on the targets identified in their individual education plans, and most make reasonably good progress according to their abilities. Pupils who join the school during the academic year, and who are at an early stage of learning English, receive targeted in-class support and make good progress while they receive this targeted language support.

Since the last school inspection, systems of monitoring the quality of teaching and learning and of assessing pupils' progress in literacy and numeracy have improved. However, the lack of resources in some areas such as for children's physical development, and the underdevelopment of some of the areas of the curriculum, particularly ICT, remain as weaknesses.

Spiritual, moral, social and cultural development of the pupils

The spiritual, moral, social and cultural development of the pupils is satisfactory overall. However, pupils' development in many of these respects is good. There are ample times for reflection and for pupils to discuss their feelings. Pupils enjoy school and this is shown in their positive attitudes in lessons, although attendance is well below the national average and absence remains too high. Pupils are overwhelmingly positive about their learning due to some effective teaching taking place. Relationships across the school are strong because a caring, family ethos is fostered in a supportive environment. Pupils mostly work and play very cooperatively together. They enjoy helping one another and their behaviour is good. They all understand about, and can differentiate between, right and wrong. Any undesirable behaviour, for example when younger pupils find it challenging to share, is dealt with very effectively by staff, who are exemplary role models.

Staff are committed to improving pupils' self-esteem and confidence, which is developing well, including by the frequent use of role play across the school. While pupils readily and willingly take on a range of responsibilities in class, they do not

always have enough opportunities to be independent in their learning and to take on further responsibilities for organising their own work. Pupils confidently express their views and listen well to others. They acknowledge a desire to be even more involved in school activities and whole school decision-making, such as developing improvement initiatives through a school council, or pupil forum. Through the curriculum, the pupils learn how to be responsible citizens, for example by recycling waste materials. During assemblies they learn about tolerance of others and to live harmoniously amongst those with different cultural backgrounds. Currently the school does not ensure that pupils acquire a broad knowledge of English services and institutions, which is a requirement. It does, however promote pupils' knowledge of cultures other than their own, including English culture.

Welfare, health and safety of the pupils

The welfare, health and safety of the pupils is satisfactory, although there are some shortcomings. Pupils' responsible attitudes show their good levels of concern for the safety and well-being of others. The incidence of accidents, formal sanctions and bullying are very low. As a consequence, pupils feel very safe and confident that they can talk to adults about any worries they may have. The school is not complacent and correctly recognises the need to do more to raise pupils' awareness of bullying through the curriculum and whole school assemblies. Lessons ensure that the majority of pupils have a good understanding of how to stay healthy. The school provides only satisfactory PE lessons as staff do not sufficiently build on pupils' existing skills and allow them to progress well physically. There are too few extra-curricular physical activities. Staff are vigilant with regard to pupils' welfare and risk assessments meet with requirements. However, the system is not comprehensive enough for all activities and outings. Pupils are generally safe, although there are some concerns regarding the pupils' safety in the outdoor play area that have been brought to the school's attention, despite the pupils being very well supervised. The school has a satisfactory level of fire safety. All of the fire appliances have been checked recently, but the electrical equipment has not. The designated Child Protection Officer has attended up-to-date training which has been shared informally with other staff, until such time as they can secure places on the local authority run course. The proprietor/headteacher has yet to complete Safe Recruitment Training, but is fulfilling all of the requirements in checking the suitability of staff regardless. The school fulfils its duties under the Disability Discrimination Act 2002. It has a three-year-plan which ensures that the school moves towards being more accessible to prospective pupils of all abilities.

Suitability of the proprietor and staff

The school complies with the regulations for the appointment of staff. All applicants, including non-teaching staff, are checked with the Criminal Records Bureau and their references and qualifications are corroborated. All the required information is kept on a single central record which is easily accessible to the responsible authorities.

School's premises and accommodation

The premises provide appropriate space for nursery children with continual access to the outdoor area. Access to the outside space for learning is more limited for the Reception children due to their location on the second floor. This inhibits the curriculum for these pupils and would currently prevent some prospective pupils from attending. The teaching accommodation is satisfactory, although there is currently no working ICT suite. The playground is not safe enough for energetic outdoor play or suitably developing large muscle skills in PE lessons because of the unevenness of the surface. It offers limited opportunities for physical development for pupils of all ages, including the youngest pupils. The premises are kept clean and tidy.

Provision of information for parents, carers and others

The school works hard to involve parents as partners in their children's learning. For example they have sought to seek their views and encourage mutual support with children's behaviour, healthy eating habits, reading and homework. Many Reception parents take up the opportunity to work alongside their children in the classroom on one morning each week. Parents receive good quality informative newsletters periodically. Most classes also provide parents with curriculum information each term. The school provides all of the necessary regulatory information for parents. This includes a good quality report of their children's progress twice yearly and they are also invited to meet with their child's class teacher. Staff have yet to distribute details of pupils' academic performance across the school as standard assessments are only being moderated for the first time this year and the school has only fairly recently begun to compare results to national norms. Parents are able to request further information on how well the school is doing though. Parents are overwhelmingly positive about the school and are happy with the standard of education their children are receiving.

Procedures for handling complaints

The school's complaints policy complies with latest regulations. Most parents are aware of the policy. The school has had no formal complaints in the past year.

Effectiveness of the Early Years Foundation Stage

The Early Years Foundation Stage is developing well and is satisfactory overall, with some good features. The warm welcome and family atmosphere ensure that children settle easily, quickly forming strong relationships with staff and peers. They are familiar with routines, responding positively to praise and encouragement. Expectations are clear; consequently behaviour is consistently good. The goals expected nationally at the end of the Early Years Foundation Stage form the basis of the curriculum, with some adult-directed and an overwhelming majority of child-initiated activities. There have been recent improvements as a result of recent staff

training and raised awareness of how to plan effectively. Systems of observing and assessing children are reasonably well embedded, although this is not yet always linked effectively enough to the short-term planning, which directly relates to children's individual preferences. This informally relates to their needs and their next steps in learning, identified through staff's regular observations of children. Staff are knowledgeable of the potential of learning activities and the early learning goals to which they pertain. They check for gaps in children's learning by analysing the assessments of their progress.

Staff have endeavoured to make the most of the learning environment, although displays of children's work are minimal and labelling is insufficient. There is a suitable range of resources for all areas of the curriculum apart from ICT, outdoor play and children's physical development; weaknesses already identified on the school's current improvement plan. Nursery children have continual free flow of activities inside and outside the classroom, where a range of learning takes place. However, opportunities for Reception children are more limited in this respect due to the constraints of the building. By the end of the Early Years Foundation Stage, children are broadly in line with the levels expected for that age in most areas of learning, although there are some pockets of underachievement, for example in their phonic awareness, calculation and creative development. This is largely due to many children coming in below where they should be when they enter the school or too casual an approach to particular aspects of teaching. The children's satisfactory achievement in the Early Years Foundation Stage is, in part, due to staff knowing children so well, the favourable staffing ratios and sound individual support which is given to each child. Leadership and management of the Early Years Foundation Stage are satisfactory overall. Staff were late to undertake up-to-date Early Years training. However, they work closely as a team and with parents and other agencies to ensure children's individual needs are met, including those who find learning difficult and those new to the school or to this country. The provision for children's welfare is satisfactory because although policies for the children's welfare and safety are in place and are implemented, including risk assessments, these are not always totally comprehensive.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ("the Regulations"), with the exception of those listed below

The school does not meet all requirements in respect of the curriculum (standard 1) and must:

- establish a more effective curriculum to incorporate technological experiences for pupils, particularly in the area of information and communication technology (paragraph 1(2)(a)(ii))

- provide a wider range of resources to incorporate technological resources and physical education equipment, including outdoor play equipment suitable for the entire age range and to ensure that pupils make progress in their technological and physical development (paragraph 1(3)(f)).

The school does not meet all requirements in respect of pupils' spiritual, moral, social and cultural development (standard 2) and must:

- provide pupils with a broad general knowledge of public institutions and services in England (paragraph 2(d)).

The school does not meet all requirements in respect of the premises and accommodation (standard 5) and must:

- provide a safer outdoor play area for pupils (paragraph 5(t)).

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

School

- ensure that the system of risk assessment is sufficiently robust and that all staff training for child protection is up-to-date
- support staff to ensure that teaching is consistently good across the school and that pupils, including the higher ability pupils, make continuous progress in all year groups and across all subjects
- involve children more in their learning by sharing their targets with them more widely.

Early Years Foundation Stage

- improve the opportunities for outdoor learning especially for Reception children
- have consistent regard in the Early Years Foundation Stage for a systematic, high quality phonic programme to improve children's phonic awareness
- make effective use of assessment on entry and the existing ongoing assessments to fully inform the planning.

Inspection Judgement Recording Form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education			✓	
How well the curriculum and other activities meet the range of needs and interests of pupils			✓	
How effective teaching and assessment are in meeting the full range of pupils' needs			✓	
How well pupils make progress in their learning			✓	

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development			✓	
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils			✓	
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The quality of the Early Years Foundation Stage provision

How effectively are children in the Early Years Foundation Stage helped to learn and develop?			✓	
How well do children achieve in the Early Years Foundation Stage relative to their starting points and capabilities?			✓	
How good are the personal development and well-being of children in the Early Years Foundation Stage?		✓		
What is the quality of welfare, health and safety of children in the Early Years Foundation Stage?			✓	
How effectively is the provision in the Early Years Foundation Stage led and managed?			✓	
What is the overall effectiveness of the Early Years Foundation Stage including, where relevant, the quality of childcare?			✓	

School details

Name of school	Tiny Tots Pre School and Primary		
DCSF number	856/6019		
Unique reference number	134905		
EY URN (for registered childcare only)	EY253399		
Type of school	Pre School and Primary		
Status	Independent		
Date school opened	September 2003		
Age range of pupils	3–11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 29	Girls: 35	Total: 64
Number on roll (part-time pupils)	Boys: 18	Girls: 22	Total: 40
Number of pupils aged 0-3 in registered childcare provision	Boys: 0	Girls: 0	Total: 0
Number of pupils with a statement of special educational need	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£ 1,200		
Annual fees (childcare)	NA		
Address of school	16-20 Beal Street Leicester Leicestershire LE2 0AA		
Telephone number	0116 2515345		
Email address	tinytotspre-school@hotmail.co.uk		
Headteacher	Mr Nizam Hussein		
Proprietor	Mr Nizam Hussein		
Reporting inspector	Jane Melbourne HMI		
Dates of inspection	25–26 February 2009		