

Mehria School

Independent school inspection report

DCSF registration number 821/6010
Unique reference number 134289
Inspection number 343969
Inspection dates 8-9 December 2009
Reporting inspector Jackie Cousins

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

Age group: 5-11

Published:

Reference no: 090070

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, 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 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

No. 090070

© Crown copyright 2009



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.¹

Information about the school

This school is an independent, co-educational Muslim day school for pupils aged from 5 to 11. It opened in 2006 and is registered to take a maximum of 60 pupils. It is growing steadily each year and now has 36 pupils on roll. All of these pupils speak English as an additional language but only a few are in the early stages of learning to speak this language. The school is located in Luton. School buildings are situated within a mosque complex. It was last inspected in October 2007. The school, 'Aims to produce hard-working well-mannered and well-informed young Muslims who are able, through their knowledge, skills and good character to benefit fully from the opportunities that Allah provides and to go on to be a positive force for good in society.'

Evaluation of the school

Mehria School provides a good quality of education and meets its aims effectively. Most parents are pleased with all the school offers and the way that it is run. Pupils make good progress in learning and their behaviour is outstanding because teaching is good and care is effective. Satisfactory welfare, health and safety and safeguarding systems are in place. The school has made considerable improvements since the last inspection and meets nearly all of the regulations.

Quality of education

The curriculum is good because it focuses well on the development of pupils' literacy, communication, mathematics, science, information and communication technology (ICT) and all other areas of learning. Pupils have effective opportunities to develop their Islamic knowledge and understanding. The provision for pupils who are more able is well developed because teachers challenge them consistently. Pupils who find learning more difficult are effectively supported because pupils receive a considerable amount of individual attention in small teaching groups. Good provision

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

for pupils' personal development allows them to become independent and thoughtful young people. Visitors and occasional visits enrich the curriculum satisfactorily. For example, a visit from the police allowed pupils to learn about what the Police Service does in their community and developed successfully their road safety skills and awareness of how to keep themselves safe in a variety of situations. Good schemes of work for Years 1 to 6 are in use for all subjects. Termly planning for key subjects is thorough and is particularly good for ICT where assessment opportunities are recorded very carefully utilizing National Curriculum levels. Opportunities for pupils' physical development are satisfactory.

Teaching and assessment are good. Effective teaching allows pupils to make good progress. Teaching uses demonstration effectively and so pupils quickly pick up new ideas. Teachers have high expectations and successfully challenge pupils of all abilities. Teaching is effective in encouraging pupils to be independent and think for themselves. This means that in mathematical work pupils are developing their key skills effectively. They use good levels of understanding when, for example, more able Year 4 pupils show they can add fractions together accurately. Good teaching methods are used. For instance, in an effective mathematics' lesson observed, Year 1 pupils were encouraged to think creatively about making imaginative images using shapes because practical activities were used well. Resources are utilized carefully such as when pupils learn to create a newsletter utilizing ICT successfully. Pupils make effective progress in learning to read because teaching develops their basic skills well. By Year 6 pupils read complex texts fluently and work out their meaning successfully due to good use of time. Pupils make good progress in science such as when they learn about micro-organisms and the harm these can do humans due to the significant levels of knowledge and understanding of staff.

The staff monitor pupils' work diligently in lessons. Occasionally, teachers do not explain to pupils in detail what skills and knowledge they are looking for in the lesson. This means pupils are not always fully aware of teachers' expectations. The use of oral and written feedback for pupils is not well developed and so pupils are not clear about the strengths and areas for improvement in their work. For example, teachers do not consistently use the word 'because' to explain why a piece of work is good.

Assessment activities are used well. All areas of learning are assessed effectively. Pupils' attainment is evaluated in relation to the national expectations. Assessment records for Years 1 and 6 are well maintained. They utilize staff knowledge of pupils carefully so that their understanding can be built on successfully. High quality meetings are held where the teacher and the headteacher rigorously discuss ways to support anyone who is not achieving as well as they could. These meetings are not always recorded rigorously and so staff are not able to explain in detail what strategies will be used to support those making slower progress. The school does not always methodically celebrate those pupils who have made satisfactory or better progress. Pupils' attainment is not recorded in a way that makes it easy for staff to evaluate a pupil's progress from one year to the next.

Spiritual, moral, social and cultural development of the pupils

The school's provision for pupils' personal, spiritual, moral, social and cultural development is good. The school recognises the importance of pupils' spiritual development extremely well, through developing awareness in the world around them and Muslim beliefs. Their understanding of the similarities and differences between their religious traditions and others are very successfully promoted through discussion. Pupils develop an outstanding level of knowledge of what is right and wrong through a range of approaches including Islamic studies. Pupils of all abilities develop confidence effectively as they move through the school because of the positive comments made by staff. They behave outstandingly well because staff guide them astutely and use the behaviour policy consistently. Pupils make a good contribution to the community. The pupils work harmoniously together and help others by raising money for national charities. Pupils develop their knowledge of British institutions and traditions effectively. For instance, older pupils have a sound understanding of how the government works to improve the country for everyone. The school council is beginning to develop pupils' understanding of how they can contribute more fully to the school and wider community. Pupils' attitudes to learning are effective and attendance is good. They say they like many things they do at school and several said they enjoyed writing stories because they were fun. With their considerable social and key skills they are well prepared for the next stage of education.

Welfare, health and safety of the pupils

Pupils' welfare, health and safety are satisfactory. Their personal needs and welfare are very well supported by all staff and by effective policies. From week to week pupils' attendance is monitored satisfactorily. Registers are not always completed first thing in the morning and so the school does not have a clear record of pupils' present by the end of the registration period. The odd pupil who arrives later is not always recorded in the register when they arrive because systems are not effectively in place to achieve this. The school plans to act on these points in the near future. Pupils are consistently encouraged to lead healthy and safe lives. They have taught physical exercise sessions twice a week. Pupils know effectively how to keep themselves safe when using the internet due to thoughtful guidance and monitoring from staff. Health and safety issues are checked carefully and are corrected suitably. Risk assessments are carried out satisfactorily but occasionally they do not record how risks will be reduced in detail. The school complies with the requirements of the Disability Discrimination Act 2002 and has a three-year accessibility plan.

Suitability of the proprietor and staff

Procedures for checking on the suitability of staff are robust, and meet all current requirements. The medical fitness of staff is confirmed before they start work at the school and appropriate checks are made to ensure that they have the right to work in the UK. The single central record of such checks meets requirements suitably.

School's premises and accommodation

The school's premises and accommodation are suitable and assist pupils to learn effectively. The buildings are in good order internally. Classrooms are of a good size and quality. The school has two large classrooms and two smaller rooms used as teaching spaces. A good range of resources enrich lessons successfully. Sound displays celebrate children's achievements especially in art and religious education. Many computers are used effectively to develop pupils' ICT skills. The school has a suitable medical room so that pupils are able to rest in an appropriate place when they are unwell. A sound space for outside play is available for pupils but the surface is rather rough for pupils to play games on.

Provision of information for parents, carers and others

The prospectus and information about the school for parents are sound. The prospectus includes a detailed behaviour policy and a summary of staff qualifications. Detailed written reports are provided for parents about their child's attainment once each academic year but occasionally pupils' progress is not fully explained. This is further supported on two occasions during the year when parents have the opportunity of meeting staff to discuss their child's progress.

Procedures for handling complaints

The procedures for handling complaints fully meet the requirement. The policy for complaints is written in clear and accessible language. The school has suitable procedures for recording any complaints however minor.

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.²

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- maintain an attendance register in accordance with the Education (Pupil Registration) (England) Regulations 2006 (para 3(9)).

What the school could do to improve further

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

- develop the quality of teaching by making sure teachers explain in detail at the start of an activity what they are expecting from pupils
- ensure feedback to pupils is more specific and explains what they have done well and what they could do to improve
- improve the tracking of pupils' attainment and achievement so that those making expected or better progress are celebrated formally and for those making slower progress the strategies to support their learning are outlined fully.

² www.opsi.gov.uk/si/si2003/20031910.htm

Inspection judgement recording form

outstanding	good	satisfactory	inadequate
-------------	------	--------------	------------

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			✓	
--------------------------------------------------	--	--	---	--

School details

Name of school	Mehria School
DCSF number	821/6010
Unique reference number	134289
Type of school	Muslim day school
Status	Independent
Date school opened	2006
Age range of pupils	5-11
Gender of pupils	mixed
Number on roll (full-time pupils)	Boys: 23 Girls: 13 Total: 36
Annual fees (day pupils)	£1,200
Address of school	Mehria School 23 Westbourne Road Luton Bedfordshire LU4 8JD
Telephone number	07930 672266
Email address	zmqazi@hotmail.com
Headteacher	Mr Zia ul Mastafa Qazi
Proprietor	Jamia Islamia Ghousia Trust
Reporting inspector	Jackie Cousins
Dates of inspection	8-9 December 2009