

Assunnah Primary School

Independent school inspection report

DCSF registration number	309/6088
Unique Reference Number (URN)	135988
Inspection number	353832
Inspection dates	30 June–01 July 2010
Reporting inspector	Michèle Messaoudi

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 assesses 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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 162A¹ of the Education Act 2002, as amended by schedule 8 of the Education Act 2005², 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

Assunnah Primary School is a new, independent Muslim school for pupils between the ages of four and 11 years, located in Tottenham, north London. It was set up for pupils from the local Somali community in December 2007 and was registered in September 2009 for 105 pupils. There are 64 pupils on roll. Most speak English as an additional language and one is at an early stage of learning English. Of the 15 children in the Early Years Foundation Stage, none is in receipt of public funding under the nursery voucher scheme. There are no pupils with a statement of special educational needs. The school is housed within a mosque complex, in listed buildings that were extended about seven years ago. It is seeking alternative accommodation. This is the school's first inspection report.

The school aims to 'create a learning environment where all children are nurtured and valued; and where Islam is portrayed in a positive way in all aspects of their learning'.

Evaluation of the school

Assunnah School provides a satisfactory quality of education and meets its aims. Pupils make satisfactory progress. The provision for their spiritual, moral, social and cultural development is satisfactory overall, but pupils' moral and spiritual development is good and is reflected in their good behaviour. Safeguarding arrangements are adequate and provision for pupils' welfare, health and safety is satisfactory. The overall effectiveness of the Early Years Foundation Stage is satisfactory. The school complies with most of the regulations for independent schools.

Quality of education

The quality of education is satisfactory. The curriculum is satisfactory throughout the school. Long- and medium-term plans show how pupils will progress in their learning and the use of detailed commercial lesson plans supports the teaching effectively. In the Early Years Foundation Stage, the curriculum reflects a balance of adult-led and child-initiated activities that is only just satisfactory. In the primary classes, the

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

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

breadth of the curriculum encompasses all the National Curriculum subjects, except for music, along with Arabic, Qur'anic recitation and a programme of tarbiyah (Islamic education) which includes Islamic studies, personal, social and health education and elements of citizenship. There is an appropriate emphasis on literacy and numeracy which are taught daily. The provision for reading is satisfactory. The school has rightly identified that pupils join the school with reading skills that are below expectations for their various ages and teachers structure the teaching of reading accordingly. Parents are invited to support their children's reading during 'booster' reading sessions held at the beginning of the school day. However, there are missed opportunities for reading in lessons. The teaching of writing is satisfactory. Opportunities for writing at length and for a wide range of purposes in other subjects than literacy vary from class to class, and some pupils need further opportunities. Pupils have weekly information and communication technology (ICT) lessons and use their ICT skills in different subjects. In the Early Years Foundation Stage, children have access to programmable toys, cameras and tape recorders. The current format for the teaching of the Qur'an is not sufficiently balanced to meet the varying needs of pupils taught in mixed age groups. Provision for pupils who are new to English is satisfactory. Provision for pupils with special educational needs and/or disabilities is satisfactory and their needs are met through the use of individual education plans. The curriculum is not enhanced by after-school clubs as the premises are used by other parties after school hours. However, it is enriched by an adequate range of educational visits and events. The teaching of some areas of the curriculum is not supported by resources that are adequate in range or quantity.

Teaching and assessment are satisfactory and enable pupils to make satisfactory progress. In the Early Years Foundation Stage, staff plan well to meet children's individual needs in basic skills and satisfactorily for other areas of learning. Teaching in this stage is satisfactory overall; lessons rely too much on worksheets. In the rest of the school, planning is satisfactory. Lessons have clear learning objectives that are shared with pupils and most of the teaching uses a wide range of methods to suit pupils' varying learning styles and sustain their interest. Where the teaching is good, teachers successfully adapt the commercial lesson plans to meet the needs of pupils closely. They challenge pupils to achieve specific success criteria and advance pupils' learning effectively through discussion and effective questioning; consequently, pupils make good progress. Where the teaching is satisfactory, it has good features but either the planning does not match the needs of pupils sufficiently closely, or the teacher dominates the lesson by talking too much, which does not promote active learning. Furthermore, in some lessons, the pace of the lesson is too slow to enable pupils to make the best progress; in a minority, pupils lack the support of visual examples which they need to achieve well in their tasks. On occasion, the teaching is inadequate because of insufficient resources. There are insufficient dictionaries, atlases and resources for practical physics and practical mathematics. The school is short of floor mats, hoops and a wide range of balls for physical activities. There are insufficient multicultural resources to extend pupils' cultural development. In the Early Years Foundation Stage, reading books are insufficient in range and quantity. The structured assessment framework enables teachers to monitor the progress of

individual pupils closely. Pupils and parents are well informed of pupils' progress through twice-yearly reports that detail what pupils can do and need to do to improve in each subject. However, pupils do not gain a sufficiently clear picture of what to do to improve on a day-to-day basis because the marking is not consistently helpful and the use of learning targets is not well established.

Spiritual, moral, social and cultural development of the pupils

While pupils' spiritual, moral, social and cultural development is satisfactory overall, their spiritual and moral development is good. The tarbiyah programme, the good role models provided by the staff and the school ethos create an environment in which pupils can develop a good sense of identity and self-esteem. They have numerous opportunities for reflection in assemblies and in lessons. They enjoy school and their attendance is good. However, not all pupils display a sufficiently good attitude to work as some do not present their work carefully. In the Early Years Foundation Stage, children are enthusiastic and confident learners. All the pupils form positive relationships and respect others and their learning environment. Their good behaviour, their freedom from bullying and their courtesy reflect their good moral development.

Pupils' social and cultural development is satisfactory. They have a few class responsibilities. They are encouraged to recycle materials and make presentations in assemblies to which parents are invited. They helped raise funds for the Haiti appeal by selling t-shirts and raised public awareness by performing role plays about children experiencing disasters. They have very few opportunities to contribute to the local community. They learn about British institutions mainly through the 'people who help us' topic in the Early Years Foundation Stage and Key Stage 1. However, in Key Stage 2, there are insufficient elements of citizenship planned to give pupils a broad general knowledge of public services and institutions in England. Pupils learn about diverse cultures and beliefs through various areas of the curriculum. Their cultural development is satisfactory. It is enriched by cultural visits to the local library, museums and farms but pupils' awareness of cultural diversity is not sufficiently supported by multicultural teaching resources and links with local faith groups. Pupils develop sound basic skills in literacy, numeracy and ICT, as well as in team work, which prepares them adequately for their future.

Welfare, health and safety of the pupils

Provision for pupils' welfare, health and safety is satisfactory. Safeguarding arrangements are adequate. All staff receive the appropriate level of training in child protection and the child protection policy meets current requirements. The school takes child protection seriously and has also organised training for parents. All the essential policies aimed at minimising risks are in place but there are minor weaknesses in some areas. The thoughtful behaviour policy is implemented consistently and pupils feel free from bullying and racial harassment. However, the anti-bullying policy does not fully reflect the latest guidance. Appropriate risk

assessments are carried out before school outings and are carefully recorded. There are written risk assessments of the premises, and the staff duly inform the managers of repairs to be carried out. However, in the Early Years Foundation Stage, staff do not record their checks of the equipment used by children. Supervision of pupils is good throughout the day. The school can demonstrate that it has a satisfactory level of fire safety but there are inconsistencies in the records of fire alarm and emergency lighting checks. There is a sufficient number of staff with first aid training; however, there is no evidence that the training is appropriate for the age of the children in the Early Years Foundation Stage. While attendance registers are maintained satisfactorily, the admission register is not kept up to date.

Pupils feel very safe at school and their awareness of how to keep themselves and others safe is reflected in the low incidence of accidents. The nutritious snacks and lunch packs which they bring from home indicate their commitment to healthy eating. Pupils enjoy their physical activities but these are limited by the lack of climbing structures. In the Early Years Foundation Stage, children understand the importance of rest and have a 15-minute nap after lunch.

The school fulfils its obligations under the Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2001.

Suitability of the proprietor and staff

The school carries out all the required checks on the staff, proprietors, governors and volunteers to ensure their suitability to work with children. These checks are appropriately recorded in a single central register.

School's premises and accommodation

The premises provide teaching accommodation that is fit for purpose. The playground benefits from soft surfacing that enables safe outdoor play. The use of the premises by other parties after school hours puts constraints on the school's activities, particularly on the use of the outdoor area for children in the Early Years Foundation Stage as no fixtures can be left outdoors.

Provision of information for parents, carers and others

Parents and others are informed through an information pack. This falls short of providing all the required information, as detailed at the end of this report. The school does not give parents a hard copy of its safeguarding policy although it informs them that it is available on request. Parents say that they feel well informed of their children's progress through the two reports annually on their children's progress and one formal meeting with their children's teachers.

Procedures for handling complaints

There are suitable procedures for handling complaints swiftly and fairly. However, they do not comply with the requirement to make information available about the outcomes of complaints.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is satisfactory because the leadership and management of this stage and the provision are satisfactory. Satisfactory safeguarding arrangements, satisfactory planning of the curriculum and satisfactory teaching mean that outcomes for the children are also satisfactory. The high staff-to-children ratio ensures that no child is disadvantaged. Staff are suitably qualified. Children enjoy their time at school and feel safe because staff establish good relationships with them and between them, and care well for them. However, whereas risk assessments of the premises are recorded, staff do not record their checks of the equipment used by children. While staff record accidents carefully and use the expertise of colleagues trained in first aid, there are no staff with appropriate first-aid qualifications for this age group. Children follow hygiene procedures well and eat and drink healthily. They show eagerness to read and write and make satisfactory, and sometimes good, progress in relation to their varying starting points in reading and writing. The school works effectively with parents to engage them in morning reading sessions with their children. The curriculum reflects a balance of adult-led and child-initiated activities that is only just satisfactory because the opportunities for children to take a lead are insufficiently structured. Children achieve less well in creative development and knowledge and understanding of the world because of limited previous experiences and because outdoor learning does not sufficiently promote these areas. Planning for outdoor activities is subject to constraints because no equipment can be left outdoors. The staff observe children's play daily and carry out assessments of their learning that meet requirements although their annotations on children's profiles sometimes lack clarity and detail. The staff have not had any training yet to assist them in the completion of the end-of-year profiles and so their judgements are not always secure. Self-review of the provision is carried out jointly with the headteacher; it is adequate and provides a sound basis for future improvements.

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.³

³ www.opsi.gov.uk/si/si2003/20031910.htm

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

- provide classroom resources that are of an adequate quality, quantity and range, as listed in the report (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:

- demonstrate that it provides Key Stage 2 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 provision for pupils' welfare, health and safety (standard 3) and must:

- ensure that the anti-bullying policy complies fully with the latest guidance (paragraph 3(2)(a))
- maintain the admission register up to date (paragraph 3(9)).

The school does not meet all requirements in respect of the provision of information for parents, carers and others (standard 6) and must:

- provide to parents of pupils and of prospective pupils:
 - the school's address and telephone number and the name of the headteacher (paragraph 6(2)(a))
 - the address and telephone number of the registered or principal office of the proprietors (paragraph 6(2)(b))
 - the name and address for correspondence of the Chair of the Governing Body (paragraph 6(2)(c))
 - a statement of the school's ethos (including any religious ethos) and aims (paragraph 6(2)(d))
- publish on its website or, where no such websites exists, send to parents of pupils (and of prospective parents on request) a copy of its safeguarding children policy as prepared under paragraph 3(2)(b) (paragraph 6(4)).

The school does not meet all requirements in respect of procedures for handling complaints (standard 7) and must:

- provide for the panel to make findings and recommendations and does the procedure stipulate that a copy of the findings and recommendations are:
 - sent by electronic mail or otherwise given to the complainant and, where relevant, the person complained about

- available for inspection on the school premises by the proprietor and the headteacher (paragraph 7(i)).

In order to comply with the welfare requirements of the Early Years Foundation Stage, the school must:

- ensure that at least two members of staff have first-aid training with the appropriate qualifications for this age group.

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			✓	
--	--	--	---	--

The quality of the Early Years Foundation Stage provision

How good are the outcomes for children in the EYFS?			✓	
What is the quality of provision in the EYFS?			✓	
How effectively is the EYFS led and managed?			✓	
Overall effectiveness: how well does the school meet the needs of children in the EYFS?			✓	

School details

Name of school	Assunnah Primary School		
DCSF number	309/6088		
Unique reference number (URN)	135988		
Type of school	Muslim day primary school		
Status	Independent		
Date school opened	December 2007		
Age range of pupils	4–11 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 29	Girls: 35	Total: 64
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)	£2,090		
Address of school	565a High Road Tottenham London N17 6SB		
Telephone number	020 8009 0929		
Email address	assunnahschool@live.co.uk		
Headteacher	Miss Novia Smith		
Proprietor	Assunah Islamic Centre (Mr Mohamed Yusuf)		
Reporting inspector	Mrs Michèle Messaoudi		
Dates of inspection	30 June–1 July 2010		