

Islamic Preparatory School Wolverhampton

Independent School

Inspection report

DCSF Registration Number	336/6024
Unique Reference Number	134422
Inspection number	334308
Inspection dates	10–11 June 2009
Reporting inspector	Jacqueline Wordsworth 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

Wolverhampton Islamic Preparatory School is a small day school housed in part of a modern *Masjid* (mosque), close to the centre of Wolverhampton. The school is registered for 18 pupils and currently has 71 boys and girls aged from almost five to 11 years on roll. Currently all the families that send their children to the school are practising Muslims. These families are mainly of British Pakistani and Bangladeshi heritage, although there is an increasing number of pupils from other backgrounds. No pupil has a statement of special educational needs and all pupils speak English and more than one other language.

The school aims, *'to educate the students and instil in them the teachings of the Holy Qur'an as well as other arts and sciences. It also strives to promote and cultivate good behaviour, mutual respect and tolerance.'*

Evaluation of the school

Wolverhampton Islamic Preparatory School provides a satisfactory standard of education for its pupils. They make sound progress in their learning and achieve satisfactorily throughout the school, including in the Early Years Foundation Stage. The school has successfully created a strong spiritual environment firmly based on Islamic principles where teachers nurture pupils' faith securing a family atmosphere that is evident in the daily life of the school. As a result, pupils' behaviour and their personal development are good. Pupils enjoy coming to school as shown by their regular attendance and parents are overwhelmingly supportive of its work. There has been improvement in the school's work in several areas since the last inspection and the school now meets all of the requirements for registration. Nonetheless, further work needs to be done to improve some aspects of welfare, health and safety and the quality of teaching and assessment.

Quality of education

The curriculum including the Islamic curriculum is satisfactory and meets the needs of all pupils satisfactorily, including those in the Early Years Foundation Stage. The Islamic Studies programme gives pupils the opportunity to deepen their knowledge and understanding of the Qur'an and to be familiar with the language of the Qur'an – Arabic.

The daily routines such as Duaa (supplication) and Zohar Salah (lunchtime prayer) enable pupils to practise their faith and develop a sense of community. They learn to distinguish right from wrong through Qur'anic studies. The school is considering ways in which it can provide opportunities for pupils to understand the meaning of Surahs so that they can implement the learning behind them in their daily life. The purpose is to further support the school's personal, social and health education, which is taught effectively throughout the Islamic curriculum and through timetabled lessons in the secular curriculum.

Pupils benefit from an appropriate breadth of subjects and experiences augmented by a number of purposeful educational visits. The curriculum is broad and includes all National Curriculum subjects except music. There is an appropriate balance between these subjects and religious education, Qur'anic and Islamic studies.

Since the last inspection the school has improved its curriculum planning and now uses a more thematic approach; this has resulted in an improvement in the quality of teaching. Nevertheless the school is aware that there is occasionally an over reliance on commercially published schemes of work that are not always appropriately matched to the pupils' needs. This has a particular impact on writing, where the teachers miss opportunities to consolidate skills taught in English lessons and to increase the range and extent of pupils' writing.

The quality of teaching and assessment is satisfactory throughout the school and pupils make sound progress in learning from their individual starting points. Pupils benefit from small teaching groups and the high level of individual support. Teachers' management of pupils is effective with good relationships between staff and pupils making classrooms harmonious and purposeful places. Pupils' good attitudes to work contribute well to the quality of learning and enable them to make satisfactory progress. They sustain concentration and interest for lengthy periods. In the most successful lessons, teachers make effective use of questions and discussion to check progress and give pupils the opportunity to hear each other's ideas. In the better lessons, planning takes account of pupils' previous learning. Here assessment is used appropriately during lessons to build on pupils' responses and extend understanding. However, there are some notable inconsistencies in teaching, particularly in Key Stage 2. For example, although teachers assess pupils' learning regularly, they do not always use this information to plan subsequent lessons. Sometimes there is an over reliance on direct instruction and the completion of textbook exercises or worksheets. Consequently, work is not always well matched to the needs of pupils, particularly the higher ability pupils, most noticeably in secular subjects, particularly writing.

There are good examples of teachers giving pupils regular feedback through their marking of pupils' work, providing clear explanations and ideas on how to improve their work, but this is not the case in all classes.

Spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, moral, social and cultural development across the whole school is good. Teachers provide appropriate role models for Islamic life and this has a positive impact on pupils' moral development. Their active part in Islamic studies (early recitation of Surahs) supports pupils' spiritual and moral development. This provides pupils with valuable opportunities to develop their linguistic skills and to learn the language of the Quran, which is reinforced by the lunchtime congregational prayer. In addition, they develop good knowledge of what is right and wrong and have a clear understanding of their Islamic identity. Pupils of all ages develop strong and trusting relationships with each other and with adults, showing considerable respect for the feelings and values of others. As a result pupils including those in the Early Years Foundation Stage behave well, say they enjoy school, and attend on a regular basis.

The school provides a varied range of experiences that enable pupils at all stages of their education to learn about different cultures. Pupils become aware of the qualities needed to live in a harmonious and ethnically diverse world. For example, pupils learn about the major world religions in Islamic studies and the recent introduction of art lessons complements pupils' cultural development. The citizenship programme also contributes well to preparing pupils for their future roles as British citizens and their understanding of public institutions and services in England. Consequently, pupils are confident young people who enjoy being involved in all school activities, such as charity events, and make a good contribution to the wider community.

The pupils leave the school literate and numerate, therefore they are soundly prepared for the next stage of their education and future economic well-being.

Welfare, health and safety of the pupils

The provision for pupils' welfare, health and safety is satisfactory. The school has a clear system to prevent bullying and pupils are taught to respect others. As a result, incidents of unkind behaviour between pupils are rare. Pupils of all ages report that they are confident that there is always someone they can talk to, if they are worried or anxious. Consequently, all pupils report that they feel safe in school. Pupils also benefit from a soundly conceived programme of visitors that deals specifically with developing their knowledge of how to stay safe.

The school makes a valuable contribution to promoting pupils' healthy lifestyles, which is an important part of the teachings of Islam. During break times pupils sit together and are provided with milk and fruit. These are pleasant social occasions and reinforce a positive attitude to healthy eating.

Procedures for child protection and safeguarding are secure and the school takes health and safety issues seriously; although the school has effective procedures for

many aspects of health and safety including testing of electrical and fire safety equipment, there are still some important procedures that are not as robust. For example, the risk assessments for activities away from the school site, although carried out, are not detailed and therefore potential hazards could be missed. The school is fully inclusive and complies with the requirements of the Disability and Discrimination Act 2002.

Suitability of the proprietor and staff

The school fully complies with the regulations relating to the checks it makes on prospective employees and volunteers regarding their identity, qualifications, medical fitness and suitability to work with children.

School's premises and accommodation

The school premises and accommodation are satisfactory. The school occupies rooms on the ground and first floors of a modern purpose built *Masjid*. This accommodation is well maintained, clean and attractively decorated providing a calm and pleasant environment in which to learn. The outside play area is safe and provides a reasonably sized hard surface for outdoor play and physical education.

Provision of information for parents, carers and others

The school provides parents with accurate and up to date information about the school, its ethos and organisation. Parents report that they are pleased with the school; they receive regular written reports that vary in format and content. All give the results of end of year examinations and the class teacher's comments on each pupil's behaviour, attendance and general attitude. The more informative reports indicate pupils' progress in each subject and suggest areas for improvement.

Procedures for handling complaints

The school has a clearly written complaints procedure which meets the requirements.

Effectiveness of the Early Years Foundation Stage

Learning and development and welfare requirements of the Early Years Foundation Stage are met satisfactorily. Nonetheless, risk assessments for out of school visits do not always assess risks in sufficient detail. Other procedures for the children's welfare, health and safety are thorough.

Children settle quickly into established daily routines, soon becoming confident and enthusiastic learners. They know how to take turns when sharing resources such as the computer, and they handle books and equipment with care and respect.

Adults have high expectations that they will behave, play and learn well, both alongside one another and together. Children show interest and generally concentrate for increasing amounts of time when working in a group with an adult or when working at a task on their own. The children make at least satisfactory progress in all areas of their development relative to their starting points and capabilities. Progress in personal, social and emotional development is good, as is the children's progress in creative development. Satisfactory leadership ensures that the work is planned satisfactorily, which ensures that children have appropriate experiences. Teachers plan sessions carefully to give the children interesting and practical experiences. However, insufficient use is made of the outdoor and imaginative play area, as it does not yet support all six areas of learning. This slows the rate at which skills can improve. Parents are kept well informed through clear ongoing records of their child's experiences and achievements.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

What the school could do to improve further

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

- consider ways of giving pupils more sustained opportunities to write creatively and at length
- make more effective use of assessment information and marking so that pupils know exactly what they have to do to improve their work
- ensure that all risk assessments for off site activities are consistently detailed to identify all potential hazards.

Early Years Foundation Stage:

- consistently promote children's free access to outdoor learning and use the outdoor area more effectively as an extension to the classroom and to promote all six areas of learning.

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	Islamic Preparatory School Wolverhampton		
DCSF number	336/6024		
Unique reference number	134422		
Type of school	Preparatory School		
Status	Independent		
Date school opened	September 2003		
Age range of pupils	4–11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 42	Girls: 29	Total: 71
Annual fees (day pupils)	£900		
Address of school	Wolverhampton Mosque 197 Waterloo Road Wolverhampton WV1 4RA		
Telephone number	01902 710473		
Fax number	NA		
Email address	raraja@hotmail.co.uk; ipswolverhampton@hotmail.co.uk		
Headteacher	Mr R Raja		
Proprietor	Mr R Raja		
Reporting inspector	Jacqueline Wordsworth HMI		
Dates of inspection	10–11 June 2009		