

Al Mumin Primary School

Independent School

Inspection report

DCSF Registration Number	380/6117
Unique Reference Number	134429
Inspection number	316819
Inspection dates	5-6 December 2007
Reporting inspector	Christine Graham HMI

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Alexandra House
33 Kingsway
London WC2B 6SE
T 08456 404040

www.ofsted.gov.uk



Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order 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

Al Mumin Primary School is a Muslim primary school for pupils aged from 4 to 11. It was founded in August 2003 and provides both an Islamic and an academic education. There are 114 pupils on roll. The school is situated in the centre of Bradford. The school aims to '*provide an education which nurtures the mind, body and soul within the framework of an Islamic ethos emphasising respect and benevolence and equipping the children with the morals and values to live in a pluralistic society based on the Prophetic tradition of 'the best of you is he who is best in character.'*' This is the school's first published inspection report.

Evaluation of the school

Al Mumin Primary School meets its aims very successfully. It provides a good education for its pupils and ensures that they have good attitudes and a very good work ethic. Pupils' progress is good and they reach standards which are in line with and often better than those expected for their age. The provision made for the spiritual, moral, social and cultural development of pupils is outstanding and that made for their welfare, health and safety is good. The school meets all of the regulations.

Quality of education

The quality of education is good. The curriculum framework is good and is based upon seven areas of development: social, physical, spiritual, moral, intellectual, emotional and cultural. Within this, pupils are taught British and world history, Islamic personality development and all subjects of the National Curriculum, except music.

The Islamic personality development programme includes Qura'nic studies, *tajweed* (recitation) *tahfeez* (memorisation) and a selection from *hadith* (the traditions of the prophet), *fiqh* (theology), Islamic history, *Adaab and Akhlaaq* (Islamic etiquettes) and *Aqeedah* (Islamic beliefs). In the aesthetic and creative area of the curriculum there are a variety of activities which include *Nasheed* and *Naat* (Islamic songs) and *Qiraat* (recitation from the Qura'n). The Islamic curriculum is taught during the school day so that pupils do not have to attend supplementary schools in the evening. This integrated curriculum reinforces cultural traditions and enriches teaching in all subjects.

National guidance is used effectively by teachers to ensure that pupils progress well as they move through the school. All teachers know exactly what they need to teach and what pupils must learn in each class. There are policies in place for all subjects of the curriculum and teachers make good links between different subjects in order to promote pupils' understanding. Personal, social and health education (PSHE) is also fully implemented and is taught through Islamic studies and within the Islamic environment and culture.

Provision for information and communication technology (ICT) is very good and there are two ICT specialists on the staff. There is specialist teaching of the Qura'n. Physical education (PE) is satisfactory. The school makes good use of the small outdoor area and uses a nearby sports centre. The school is currently updating planning documents for PE. Lunch times and break times are staggered to make best use of space and balls, hoops and other resources are available so that pupils are well occupied and have the chance to exercise.

When pupils start school they have had a range of different experiences and some can do less than would usually be expected for their age. Because of the good teaching, and support they receive in the Reception class they progress rapidly in all areas of their development. There is a well-structured programme of phonics teaching and very good opportunities to listen to stories and appreciate books. This gets them off to a good start with reading. Pupils are given work and activities which are appropriate to their age and to their different needs. In this class the foundations are laid for their future achievements.

Teaching in Years 1 to 6 is good and pupils learn well. They build on the good start they make in the Reception class and continue to make good progress from year to year. They are taught in small, single-age classes and within each class they are grouped according to their ability. Teachers ensure that the work given to each group meets their needs. Reading is a particular strength. In the early years of school reading is taught well and this enables pupils to master the skill. Most pupils in Key Stage 2 read fluently and all appear to enjoy reading. The teaching of literacy is good but the school is aware that pupils do not have enough opportunities to write in a variety of forms and for different purposes and plans to make more time available to practise these skills. Teaching in Islamic studies is good and all teachers are appropriately qualified.

Teachers are enthusiastic and well informed. The headteacher ensures that the school keeps up-to-date with new ideas and practice and teachers receive good guidance on how to improve their work. School self-evaluation is rigorous and regular and it is this which has helped the school achieve so much in such a short time.

The school is focused on learning and helping pupils understand that they must acquire knowledge and understanding and that they must work hard and practise skills in order to improve. As a result, attitudes are very good. Pupils work diligently,

always doing their best, and acquire knowledge and understanding in each subject. They know exactly what they will learn in each lesson and the teacher reminds them of this at regular intervals, this ensures that they stay focused on their tasks. Teachers explain work clearly and use questioning very well. This gives pupils very good opportunities to contribute to lessons and explain their ideas. All pupils work with a maturity which is far above that expected for their age. They are thoughtful and reflective. Teachers know their pupils well and give them carefully managed support. Pupils know that a teacher will help them to understand but will not do the work for them. Relationships within the school are very good. There is a very good range of resources in school, these are new and of good quality.

Teachers use assessment very well and it is this which helps pupils make good progress. There are regular tests and during each lesson teachers take note of how well pupils complete their work and use this information to plan future teaching. Pupils from Year 1 to Year 6 know their targets for improvement and consult them before starting work. This is having a very positive impact, as can be seen by the improvement in their work. All work is marked carefully and pupils are told what they have achieved. In some classes marking tells pupils how to improve, this is very effective. Given their starting points, pupils make good progress in all subjects and reach standards which are in line with and often above those expected for their age. Pupils with English as an additional language and those who need more support with learning achieve well because of the good support they are given.

Spiritual, moral, social and cultural development of the pupils

This aspect of the school's work is outstanding and is the foundation on which all else is built. Pupils have excellent opportunities to learn about their own culture, religion and history and to practise their beliefs but they also learn about British and world history and British institutions. Older pupils talk about the Prime Minister and other government officials. They understand that the government makes decisions about the country.

There are regular assemblies, prayer sessions and other activities which help to support pupils' spiritual and moral development. Pupils try to be 'good people' and understand that they can promote greater understanding through their example and behaviour. The school provides a clear moral code which is reinforced by the school's Islamic ethos; pupils understand the school rules and can distinguish right from wrong. They know that their actions will be judged and that they must choose how to behave.

Pupils thoroughly enjoy attending school and are very enthusiastic learners. However, despite the school's best efforts a very small minority have less good attendance. This is holding them back and they do not achieve as well as those who attend more regularly. There is a good range of visits and visitors to the school, for example the local police worked with the Reception class and representatives from the local authority have visited the school.

Pupils participate well in lessons, in assemblies and around the school. Their behaviour is outstanding; they are polite and communicate confidently with adults and each other. As they grow older pupils become thoughtful and reflective; they monitor their own actions and help and support others. Pupils have very good relationships with each other and with their teachers; all members of the school community show consideration and respect for others. The PSHE scheme is organized in a well-structured framework, which provides for planned progression in pupils' personal and social skills. Much of this is taught through Islamic studies lessons but pupils also receive very good guidance during the school day. Positive rewards are used by all staff and the school 'tracks' all aspects of the personal development of pupils on a weekly basis. This allows any potential difficulties to be identified and resolved very promptly. Pupils are very well prepared for life in a multicultural and cohesive society.

Welfare, health and safety of the pupils

The provision for pupils' welfare, health and safety is good and meets all of the regulations. The school has implemented all the latest guidance on safeguarding pupils and they are given appropriate guidance on how to stay safe. Information about pupils' medical conditions is recorded and is available to all staff. Pupils are given good guidance on how to look after the needs of others. For example, pupils in the Reception class know that it is good to share but they are also aware that some pupils may have allergies so that sharing food is not a good idea. The school does a great deal to promote healthy eating and guides parents as to appropriate food for packed lunches. Pupils are encouraged to drink water during the day and teachers use a good range of strategies to prepare them to work after periods of play or to provide a break between activities. A school nurse visits the school to carry out routine checks and staff refer pupils when necessary. The school has introduced play strategies and sports activities during the day and there are two sports days. The school fulfils its responsibilities under the Disability Discrimination Act 2002.

Suitability of the proprietor and staff

The school has carried out the necessary safeguarding checks for all staff.

School's premises and accommodation

The accommodation is good. The building is clean and well decorated and teachers use display well to celebrate pupils' achievement and to support their learning. The school plans outdoor activities and PE very carefully in order to make best use of the available space. There is a library and a large hall. Careful attention has been paid to padding pillars in the hall in order to ensure that the area provides a safe resource for PE lessons and break times.

Provision of information for parents, carers and others

Parents are provided with a good range of information. The prospectus includes all the necessary information and parents can view additional information on request. The school operates an 'open door policy' and the headteacher makes himself available to discuss any concerns that parents might have. Parents meet with teachers on many occasions both during the school day and in the evenings.

Procedures for handling complaints

The school has a clear, fair and well-written complaints procedure. There have been no complaints in the last year.

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 the regulations, the school might wish to consider the following points for development:

- provide more opportunities for pupils to write in a range of forms
- ensure that all marking informs pupils how to improve.

School details

Name of school	Al Mumin Primary School		
DCSF number	380/6117		
Unique reference number	134429		
Type of school	Primary Muslim		
Status	Independent		
Date school opened	4 August 2003		
Age range of pupils	4-11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 50	Girls: 64	Total: 114
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		
Address of school	15-17 Spring Gardens Bradford West Yorkshire BD1 3EJ		
Telephone number	01274 733150		
Email address	amps786@btconnect.com		
Headteacher	Mr Munir Azam		
Proprietor	Mr Saiful Islam		
Reporting inspector	Christine Graham HMI		
Dates of inspection	5-6 December 2007		