

Al-Ameen Primary School

Stanfield House, 447 Warwick Road, Tyseley, Birmingham B11 2JR

Inspection dates	30 September – 1 October 2015
Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- The proprietor is not complying with the registration authority's (the Department for Education) terms of operation. The school is registered to admit a maximum of 100 pupils. More than 160 currently attend the school.
- Leaders and managers do not have sufficient skills or knowledge to ensure that the independent school standards are met. As a result, this inspection identified many regulatory failings.
- Safeguarding is inadequate. Poor procedures are found in: staff training for child protection; procedures for admissions and attendance; record-keeping to keep children safe; and aspects of the physical environment.
- The school is not actively promoting fundamental British values enough. Pupils have little awareness of basic British institutions.
- The school provides inadequately for pupils' spiritual, moral, social and cultural (SMSC) development.
- Governance is inadequate. Governors have not ensured that the statutory requirements for children who are looked after by the local authority are met. They have not ensured that pupils are safe. They do not hold leaders to account for the quality of teaching, learning and assessment or for pupils' academic outcomes.
- The curriculum is narrow. Leaders do not provide sufficient guidance for teachers in planning for subjects other than English and mathematics. As a result, pupils do not make enough progress across a range of subjects.
- Leaders do not take sufficient steps to ensure that pupils are protected from radicalisation, extremism and the promotion of partisan political views.

The school has the following strengths

- Standards in English and mathematics at the end of Year 6 have improved since the last inspection. In the most recent national tests, pupils' scores were above national average figures.
- Pupils enjoy school. Their behaviour is good. They are confident to take risks in learning and try hard in lessons. Girls and boys work and play happily together. Pupils are friendly and welcoming to visitors. They talk openly and respectfully to adults.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Rectify the weaknesses in safeguarding procedures and actively promote pupils' welfare by ensuring that:
 - leaders keep pupils safe and all statutory safeguarding requirements are met in full
 - the safeguarding policy is implemented in full
 - all staff are appropriately trained in child protection
 - admissions registers are kept in line with the requirements of the independent school standards, including that they show the whereabouts of pupils who no longer attend the school
 - pupils' absences are monitored stringently and all unexplained or long-term absences are reported appropriately to the local authority
 - the premises and site are maintained to a safe standard by the implementation of effective health and safety policies.
- Actively promote fundamental British values, by:
 - ensuring that pupils acquire a broad general knowledge of and respect for public institutions and services in England
 - enabling pupils to acquire an appreciation of and respect for their own and other cultures
 - encouraging respect for the protected characteristics set out in the Equality Act 2010¹
 - ensuring that pupils understand the nature and importance of democracy in England.
- Ensure that pupils are protected from the dangers of radicalisation, extremism and partisan political views, by:
 - rigorously vetting all literature brought onto the premises
 - being vigilant to all possible indicators that pupils may have been exposed to extremist views.
- Improve the effectiveness of leadership and management by ensuring that:
 - the proprietor ensures the school operates within the terms of registration granted by the Department for Education (DfE)
 - governors ensure that all statutory requirements are met, including those relating to safeguarding pupils and to governors' responsibilities towards pupils who are looked after by the local authority
 - governors stringently hold leaders to account for pupils' welfare, safety and academic outcomes.
- Provide a curriculum that gives pupils a broad and balanced education and prepares pupils for life in modern Britain by ensuring that pupils:
 - gain experience of, and develop understanding in, aesthetic, creative, technological, human and social education
 - learn about faiths and cultures, other than Islam, beyond a superficial level.
- Improve the quality of teaching so that pupils make good progress in all subjects, by:
 - providing teachers with clear expectations of what pupils should learn in all subjects (schemes of work), not just in English and mathematics
 - ensuring that schemes of work build pupils' knowledge, skills and understanding from Year 1 to Year 6.
- The school must meet the following independent school standards.
 - Ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively (Paragraphs 2(1) and 2(1)(a)).
 - Ensure that written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils (Paragraphs 2(1)(b) and 2(1)(b)(i)).
 - Ensure that pupils gain experience in technological, human and social, physical and aesthetic and creative education as well as linguistic, mathematical, scientific and Islamic studies (Paragraphs 2(2) and 2(2)(a)).
 - Ensure that pupils receive personal, social, health and economic education which reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected

¹ The protected characteristics are set out in Chapter 1 of Part 2 of the Equality Act 2010.

characteristics set out in the Equality Act 2010 (Paragraphs 2(2), 2(2)(d), 2(2)(d)(i) and 2(2)(d)(ii)).

- Ensure that all pupils have the opportunity to learn and make progress in all subjects (Paragraphs 2(2) and 2(2)(h)).
- Ensure that the curriculum effectively prepares pupils for the opportunities, responsibilities and experiences of life in British society (Paragraphs 2(2) and 2(2)(i)).
- Ensure that teaching enables all pupils to acquire new knowledge and make good progress in all subjects according to their ability so that they increase their understanding and develop their skills in the subjects taught (Paragraphs 3 and 3(a)).
- Ensure that teaching fosters pupils' self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves (Paragraphs 3 and 3(b)).
- Ensure that teaching in all subjects involves well-planned lessons and effective teaching methods, activities and management of class time (Paragraphs 3 and 3(c)).
- Put in place a framework to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can make good progress (Paragraphs 3 and 3(g)).
- The proprietor must ensure that they comply with the standard about the spiritual, moral, social and cultural development of pupils, by actively promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (Paragraphs 5 and 5(a)).
- Ensure that principles are actively promoted which enable pupils to respect the civil and criminal law of England (Paragraphs 5, 5(b) and 5(b)(ii)).
- Ensure that pupils understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely (Paragraphs 5, 5(b) and 5(b)(iii)).
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England (Paragraphs 5 and 5(b)(iv)).
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures (Paragraphs 5, 5(b) and 5(b)(v)).
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (Paragraphs 5, 5(b) and 5(b)(vi)).
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England (Paragraphs 5, 5(b) and 5(b)(vii)).
- Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils while they are in attendance at the school, while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views (Paragraphs 5, 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)).
- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of students at the school (Paragraphs 7 and 7(a)).
- The proprietor must ensure that such arrangements have regard to any guidance issued by the Secretary of State (Paragraphs 7 and 7(b)).
- The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy (Paragraph 11).
- The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005 (Paragraph 12).
- The proprietor must ensure that the admissions and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (Paragraph 15).
- The proprietor must ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy, and appropriate action is taken to reduce risks that are identified (Paragraphs 16, 16(a) and 16(b)).
- The proprietor must ensure that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (Paragraph 25).
- The proprietor must ensure that the number of pupils on the school roll does not exceed that for which

the school is registered, in order to provide suitable facilities and outdoor space for pupils to play outside (Paragraphs 29(1) and 29(1)(b)).

- The proprietor must ensure that the particulars of educational and welfare provision for pupils for whom English is an additional language is made available to the parents of pupils and the parents of prospective pupils; and that information made available to the parents of pupils and the parents of prospective pupils accurately describes the particulars about educational and welfare provision for pupils with education, health and care plans (Paragraphs 32(1), 32(1)(b) and 32(3)(b)).
- The proprietor must make sure that leadership and management demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently (Paragraphs 34(1) and 34(1)(a)).
- The proprietor must ensure that leaders and managers fulfil their responsibilities effectively so that the independent school standards are met consistently (Paragraphs 34(1) and 34(1)(b)).
- The proprietor must ensure that leaders and managers actively promote the well-being of pupils (Paragraphs 34(1) and 34(1)(c)).

Inspection judgements

Effectiveness of leadership and management is inadequate

- Pupils are not achieving good academic outcomes in many subjects and are not prepared adequately for life in British society. There are significant weaknesses in pupils' SMSC development. Consequently, the school's mission statement: 'Through motivation and passion in learning, we want children to use their full potential and achieve their best' with the aim of pupils becoming 'proud active citizens of a harmonious multi-cultured society, drawing guidance from the Quran and the life of the Prophet (pbuh)' is not being translated into reality.
- The school is not actively promoting fundamental British values. Actions taken are tokenistic and do not enable pupils to develop understanding of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Pupils have little understanding of British institutions or the democratic process. While pupils say they have been involved in voting for the school council, few could relate this process to the election of government. Many older pupils spoken to did not know the term 'government' or understand the role of such a body. Very few could name any political parties. Some knew the name of the Prime Minister, but none knew what his title was. For example, one pupil thought David Cameron might be the President of the country. Pupils are confused between the local council and the role of the Member of Parliament (MP). No pupils spoken to knew what an MP was.
- Pupils have an insecure understanding of how Britain is comprised. Some Year 6 pupils included France when listing the countries that constitute Britain. Some pupils said that they were confused about whether Britain is the same as, 'All the countries that the Queen is the ruler of.'
- Inspectors acknowledge that pupils are taught to be respectful and tolerant within Islamic studies. The school's culture promotes harmony within its environment. Pupils accept that people are free to hold different faiths from their own. Nevertheless, pupils are not taught to understand different faiths and beliefs. Even the oldest pupils have only the most superficial understanding of Christianity, Judaism and Sikhism. For example, some pupils think that Christmas marks the time when Jesus was crucified. Another group do not know who Christians pray to. Curriculum plans and pupils' workbooks indicate that other faiths are addressed through an 'Interfaith Week' held once a year. Books from last year showed that pupils in Year 6 had one lesson on Christianity, in which they recorded very basic information such as, 'Christianity is a religion,' and, 'People who follow Christianity are called Christians.'
- The school's policy for personal, social, health and economic education does not pay due regard to encouraging respect for the 'protected characteristics' (specific areas covered by equality and diversity guidelines and legislation). Their understanding of age, disability, marriage and civil partnership, race, religion or belief, sex and sexual orientation is not planned for through any aspect of the school's work.
- There are significant weaknesses in the school's curriculum for pupils in Years 1 to 6. Much time is given to English, mathematics, science and Islamic studies. These subjects are planned around detailed 'schemes of work' which set out what pupils will be taught each term. These schemes help some pupils to make good progress in these subjects, but the progress of other pupils is too slow. Too little emphasis is given to aesthetic, creative, human and social education. Little, if any, detail or guidance is provided for teachers in these subjects. Leaders plan to develop a curriculum over the course of this year, in line with the requirements of the National Curriculum. Nevertheless, it is too early for this decision to have made a difference to pupils' academic outcomes or SMSC development.
- Leaders do not have a realistic view of the school's effectiveness. Checks on the quality of teaching are superficial. A programme of lesson observations is in place, but it is not sufficiently rigorous to lead to rapid improvement where teaching quality needs to improve. Leaders broker support from an independent educational consultant to provide training for teachers and to observe lessons. There is no clear strategy for the purpose and content of this support. Consequently, its impact is limited.
- Pupils' progress is discussed regularly, but records of these discussions do not indicate that these meetings are used to hold teachers stringently to account for pupils' outcomes. Teachers are set targets each year, linked to the school's appraisal policy. The school was unable to provide examples of these for inspectors, so it is not clear whether or not teachers' targets are aimed at promoting pupils' progress.
- Plans for improvement lack clarity. General areas requiring improvements are indicated, but plans do not set out precisely how these will be achieved or how leaders and governors will evaluate the impact of actions taken. Senior leaders' vision for improvement is to increase the number of pupils at the school rather than improve outcomes for the existing pupils in the school.

- The early years leader has identified that writing is the key weakness in the early years stage. She has modified the provision in the Nursery and Reception classes to develop this aspect. It is too early to determine the impact of these actions.
- The proprietor is aware that the school is registered to admit a maximum of 100 pupils and is not permitted to admit more. Nevertheless, the proprietor admitted in excess of 160 pupils, yet has not applied to the Department for Education for a 'material change' authorisation to increase the admission limit. This decision is putting pupils' safety at risk.
- Processes of assessment are at an early stage of development. Senior leaders keep some records of pupils' attainment, but do not use this information to evaluate whether pupils are making good progress. Leaders record the attainment of boys and girls at the end of Year 6, but do not consider whether all groups of pupils, such as disabled pupils, those with special educational needs or the most-able pupils are making as much progress as other groups. The early years manager has used the early years profile scores from 2015 to identify that children's writing outcomes at the end of Reception were lower than for other areas of learning.
- **The governance of the school:**
 - Governance is inadequate. Governors have not fulfilled statutory requirements regarding pupils who are looked after by the local authority. They have not ensured that the school is actively promoting fundamental British values or fulfilling its responsibilities under the 'Prevent duty' (government advice to schools to have due regard to the need to prevent people being drawn into terrorism). Governors have not ensured that the requirements for safeguarding are met.
 - Governors do not hold leaders to account for the quality of teaching, or pupils' outcomes or welfare. The proprietor does not challenge governors to fulfil statutory responsibilities. This oversight has led to many of the independent school standards not being met. As a consequence, pupils' outcomes are not good, their welfare is not promoted and their SMSC development is weak.
 - Governors have not ensured that required policies are updated in line with requirements. A number of policies, such as those for the provision for pupils with education, health and care plans, and promoting SMSC were added to the school's website during the inspection. There is no record of these policies being ratified or formally adopted by governors.
- The arrangements for safeguarding are inadequate. As a consequence, pupils are not safe in this school.
- The detailed policy for safeguarding, available to parents on the school's website, includes all required information. Nevertheless, this policy does not reflect what is happening in the school. For example, the policy indicates that all staff will receive training in child protection before commencing work in the school. At the beginning of this inspection, 15 members of staff had not undergone such training.
- Similarly, processes for recording admissions and attendance set out in the policy are applied haphazardly and put pupils at risk. Leaders do not know whether pupils who are not attending school are safe. The admissions register is incomplete. Records of where pupils go when they leave the school are often scant and inconsistent. As a result, the whereabouts of a number of pupils is unknown.
- Pupils' absence is not followed up rigorously. Attendance registers are not completed accurately. The school does not systematically notify the local authority when pupils fail to attend the school regularly. Leaders do not analyse data on attendance, so do not identify any patterns of attendance or any groups who are frequently absent.

Quality of teaching, learning and assessment requires improvement

- The school's assessment information shows that not all pupils make good progress because teaching is not consistently effective.
- In some subjects, particularly in English and mathematics, teachers' detailed planning ensures that they know precisely what they want pupils to learn. Some teachers turn these plans into a series of interesting lessons, using fun activities and attractive resources. In such instances, pupils learn well.
- Teaching in subjects other than English, mathematics and Islamic studies is less effective because teachers lack confidence in the subject matter being taught. This is because leaders do not provide sufficient guidance on the teaching of these subjects.
- Teachers do not challenge the most-able pupils to learn as well as they can in some lessons. Sometimes tasks are too easy for these pupils. In one lesson, a group of pupils were asked to use a dictionary to find the meaning of any unfamiliar words in the book they were reading. The text was very simple and contained few words that were new to the pupils.

- The quality of feedback to pupils to help them improve their work is inconsistent. In some subjects, particularly English and mathematics, teachers mark pupils' books effectively in line with the school's policy. Their comments help pupils know how well they are doing and what they need to do to improve their work. Pupils say this is helpful. Teachers' marking in some subjects, however, such as humanities and art, is less effective because it does not give pupils a similar degree of guidance.
- Teaching assistants give effective support and guidance in lessons to pupils who need to catch up. As a result, these pupils feel confident to have a go and are not afraid to make mistakes.
- In some lessons, teachers create a climate in classrooms in which pupils feel they can succeed. Pupils enjoy these lessons. Teachers are calm, yet authoritative, expecting pupils to work hard and complete the tasks set.
- The teaching of reading generally enables pupils to read accurately. Younger pupils quickly learn to use phonics (the sounds that letters make) when learning to pronounce new words. This helps them to tackle reading confidently. Older pupils enjoy reading books by many different authors. They can sustain concentration for long periods when reading alone, and willingly read aloud to adults.
- Teaching in the Nursery and Reception classes helps children settle quickly into the routines of school life. Adults plan activities that capture children's interest and build on their growing skills. Teachers and other adults discuss children's achievements and modify their plans to take account of what children need to learn next. While this is leading to good progress for some children, adults sometimes miss opportunities to move children on quickly enough in some areas of learning, particularly writing. Sometimes teaching in the Reception class is not well-enough adapted to meet the needs of the most-able children and those who struggle to learn in larger groups.

Personal development, behaviour and welfare is inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Pupils' lack of opportunity to develop an understanding of other cultures, religions and ways of life results in a superficial understanding of life in Britain. This means that they are not well placed to contribute to life in modern British society.
- Leaders are aware of their duties to protect pupils from the dangers of radicalisation and extremism. However, leaders are not taking sufficient steps to preclude the promotion of partisan political or extremist views. For example, inspectors found a number of inappropriate texts in the school library, such as one which promoted inequality between men and women, and another which contained unsuitable content for primary-aged pupils. An example of artwork in one pupil's book gave inspectors cause to question the context in which the pupil had drawn such an explicitly violent picture. The school failed to acknowledge that the subject matter in the picture was inappropriate.
- Leaders have not ensured that all regulatory requirements for welfare, health and safety have been met. Several health and safety concerns were identified by inspectors. While immediate remedial action was taken, school records show that these risks had not been identified through the school's own risk assessment procedures.
- The school does not conform to the Regulatory Reform (Fire Safety) Order 2005 as smoke detectors are not maintained in working order. There is evidence that the flat battery in one smoke alarm has not been working since at least the middle of August.
- The space in the playground is relatively small for the number of pupils. Minor accidents resulting in bumps and bruises are frequent. These happen because pupils do not have enough space to play freely.
- The proprietor has not ensured pupils' physical safety in the school environment. The school shares a building with a neighbouring commercial unit. The proprietor has no knowledge of what the shared part of the building is used for. The school site is separated from the commercial unit by a steel door. Inspectors found this door to be opened easily. The area behind the door was used to store unused car body parts. This poses a serious risk to pupils' safety.
- Pupils are confident and able to communicate their thoughts and feelings clearly. All pupils spoken to during the inspection were happy to speak to inspectors, enthusiastically and articulately sharing their views.
- Pupils know about different forms of bullying. None spoken to have experienced, or are aware of, bullying happening in the school. The school teaches pupils how to stay safe from different kinds of bullying.
- Pupils know how to stay safe in different physical situations. They can explain how to cross the road safely. Pupils told an inspector what to do if the fire alarm goes off.

Behaviour

- The behaviour of pupils is good.
- The school is a happy environment. Pupils conduct themselves well as they move to and from classrooms. They behave well in lessons, following instructions quickly and work without distraction.
- Pupils say that inappropriate behaviour is rare. They say that, when it does happen, it is dealt with effectively. One pupil explained that a reprimand from the teacher is enough to resolve most issues. School records reflect this view. Where more serious sanctions are needed, they are used proportionately and result in improvement in the individual's behaviour.
- Pupils work well together in lessons. In one class, groups of pupils were observed preparing a group presentation. They supported and challenged each other to complete the task on time.
- Children in the early years play happily together in class and in the outdoor learning area. They share equipment and take turns.
- The school's attendance records indicate attendance is broadly in line with national rates. This is an improvement since the time of the previous inspection. Leaders communicate the need to attend often through school newsletters.

The outcomes for pupils

require improvement

- Outcomes require improvement because pupils do not make consistently good progress across a range of subjects. Some, but not all, pupils make good progress in English and mathematics. Pupils' make less than good progress in many other subjects, particularly those subjects linked to aesthetic, creative, technological, human and social aspects of education.
- The progress pupils make is not recorded or tracked. Consequently the school does not have an accurate account of how well pupils are doing. Some information about pupils' attainment at the end of each term in English and mathematics is kept. Inspectors' analysis of this information indicates that many pupils do not make good progress from year to year. Pupils' English and mathematics books, along with observation of learning in lessons confirm this is the case.
- The information kept by the school does not show how well different groups of pupils perform. There is some record of the attainment of boys and girls, which shows little difference in outcomes. There is no information about disadvantaged pupils, disabled pupils, those with special educational needs, the most able or pupils who need to catch up. Inspection evidence indicates that pupils who need to catch up are often well supported by teaching assistants and achieve well in lessons. However, some of the most-able pupils are not sufficiently challenged so do not make good progress from their starting points.
- Pupils in Year 2 and Year 6 undertake statutory national assessments in English and mathematics that are externally verified. Results of this year's tests were above the national average for Year 6 pupils. The school provides extra support for pupils in Year 6 to help prepare them for these tests. This contributes to these positive outcomes.
- This is not so at the end of Year 2. Outcomes in the Year 2 national assessments were less strong, particularly in writing, where results were below average. Outcomes at the end of the Reception Year indicate that these pupils had not made good progress.
- Pupils in Year 1 are assessed against the national check on their phonics skills. Last year, a similar proportion to the national average achieved the expected standard.

Early years provision

requires improvement

- Children enter the Nursery and Reception classes with some skills that are typical for their age. For example, they can listen to and follow simple instructions. Their early writing and mathematics skills are weaker, and are lower than those found in most three- and four-year-olds.
- Some children who join the school at the start of the Reception Year do not settle in quickly enough and struggle to concentrate when they are being taught in a large group. Teachers do not always take account of this when planning lessons. Consequently, these children sometimes do not learn effectively.
- At the end of last year, the proportion of children who reached a good level of development, and so who were fully prepared to start Year 1 by the end of the Reception Year, was a little below that found nationally. Overall these children had not made good enough progress from their starting points. The main reason for

this was a weakness in children's writing skills. Early years teachers have made appropriate adaptations to the provision, in order to address this issue. As yet it is not possible to determine if the school's actions have had the desired outcome.

- The curriculum, teaching and assessment in the early years gives children experience in all the necessary areas of learning to meet the requirements of the Early Years Foundation Stage. Where there are un-met standards with regard to pupils' welfare, health and safety across the school, these are not specific to the early years and are the result of the inadequate leadership of the wider school.
- Children settle quickly into the Nursery class. They develop secure relationships with trusted adults who help them to learn routines and grow in confidence. They soon learn to hear and say sounds in words, to share with each other, and to take turns.
- Teachers assess children's skills over the first few weeks of the year and use this information to plan interesting learning experiences. These early assessments are well informed by discussions with parents. Ongoing assessment is used to shape teachers' planning, which helps children develop new skills. As a result, children enjoy their learning. They become confident and imaginative learners. Nevertheless, teaching is not consistently strong enough to ensure that children make good progress.
- Adults, particularly in the Nursery, engage children in high-quality talk and demonstrate the use of good spoken English. They use questions skilfully to build children's understanding and reinforce correct speech.

School details

Unique reference number	130244
Inspection number	10007532
DfE registration number	330/6113
Type of school	Muslim faith school
School status	Independent school
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	168
Number of part time pupils	7
Proprietor	Al Ameen Foundation
Chair	Moin Uddin
Headteacher	Mohammed Rahman
Annual fees (day pupils)	£1,700
Telephone number	0121 706 3322
Website	www.alameenfoundation.org.uk
Email address	info@alameenfoundation.org.uk
Date of previous school inspection	06 December 2012

Information about this school

- Al-Ameen Primary School is an independent Muslim day school that provides full-time education for boys and girls aged 3 to 11 years.
- The school is affiliated to the Association of Muslim Schools UK.
- The school is registered for 100 pupils and currently has 168 boys and girls aged from 3 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 are an increasing number of pupils from other backgrounds.
- No pupil has an education, health and care plan.
- The school was last inspected by the Bridge Schools Inspectorate on 6 December 2012.

Information about this inspection

- Inspectors observed learning by visiting lessons in all classes, talking to pupils about their work and scrutinising the work in their books.
- Informal discussions were held with pupils in lessons and at lunchtime.
- Meetings were held with the headteacher and other senior leaders to discuss: the school's own evaluation of its effectiveness, plans for improvement, evidence of pupils' outcomes, the school's curriculum, and arrangements for safeguarding. A telephone conversation was held with the proprietor.
- Checks were made to ascertain the school's compliance with the independent school standards. Inspectors examined policy documents, checked the school's premises and spoke to pupils.
- There were insufficient responses to the online survey (Parent View) to allow inspectors to take them into account. However, additional comments made by those parents who completed the survey were considered.
- A range of documents were examined, including: curriculum policies and schemes of work, the school's assessment information, evidence from lesson observations, leaders' checks on the quality of teaching and plans for improvement. Records relating to safeguarding, attendance and behaviour were also scrutinised.

Inspection team

Sandra Hayes, lead inspector

Her Majesty's Inspector

Jane Millward

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015