

Gatton VA Primary School

10 Gatton Road,
Tooting
London
SW170E

Local authority: Wandsworth

Dates of inspection: 13/07/2009

Date of last inspection: N/A

Headteacher: Safia Basith

Reporting Inspector: Mohammad Ismail

School context

Gatton is an Islamic primary school, well known in the community for successfully meeting the needs of pupils from the Muslim community. The school is based in the Tooting area of Wandsworth in London. In 2004, Gatton became a state funded Islamic school. The school had served the local community as an independent school before it adopted voluntary aided status and offered its excellent services to the local community within Wandsworth LA.

The distinctiveness and effectiveness of Gatton Primary as a Muslim school is outstanding

Gatton Primary is an outstanding Muslim school. The strong Islamic pastoral care of individual children ensures a great feeling of well-being within the school community. The relationships within the school are warm and positive. The pupils informed the inspector that "They love their school and teachers, they enjoy their Islamic studies so much that they requested the school to extend Islamic studies time and they feel safe and happy". The Islamic ethos of the school is beautifully reflected in all school activities. The congregation *salat, duas* (Collective acts of worship and supplications) and beautiful recitation of the holy Qur'an has a strong and joyful reflection on the school's life. The pupils' spiritual and moral development is outstanding and this is clearly visible in pupils' behaviour and attitudes. The leadership and staff are strongly committed to the religious education in the school. The standards are high and pupils are making very good progress in knowledge and understanding of the Islamic faith. They also learn about other cultures and traditions. The school's multi-faith and multi-cultural staff are a very good example of community cohesion. There are excellent worship facilities for pupils in the school. The school enjoys parents, and local community support.

Grade 1**Established strengths**

- Outstanding behaviour.
- Outstanding provision for Islamic life.
- Excellent achievements.
- School's excellent contribution to community cohesion.
- Very good leadership.

- Excellent support from Al-Risalah Trust.
- Strong support from parents and community.

Focus for development

- Aim to make curriculum and teaching to be outstanding.
- Strengthen RE provision for SEN.
- Coordinate CPD for Islamic Studies teachers.

The school, through its distinctive Islamic character and in promoting community cohesion, is outstanding at meeting the needs of all learners

There are 411 children on roll at present. All of them but one are Muslim. All the children are from multi-racial backgrounds. The school has a clear vision and is committed to its Islamic ethos. The leadership has a clear vision which they share with staff. RE provision is led by a Muslim scholar. All RE staff are subject qualified. The school's teaching and curriculum is good with some outstanding aspects in meeting the needs of its pupils. Children celebrate their own culture and respect others. There are sufficient resources and the schools classrooms and other areas are appropriately decorated. The school's *salat* (prayer) in congregation, moral teaching and recitation of the holy Qur'an is very effective. The prayer and pre prayer washing facilities are very good. The RE provision provides pupils with opportunities to differentiate between right and wrong and to understand the make up of our society as a multi-faith and multi-cultural society. The school provides a purposeful, caring, safe and happy Islamic environment which has resulted in extremely good behaviour. This was evidently observed during lessons, in the playground, in school council meeting, in the prayer hall and during other activities. The parents are informed about their children's education through regular newsletters and meetings. The management and staff conduct regular meetings. Pupils' standards in all RE subjects are very good. The attendance is above the national average. Children are involved in learning about other cultures and regular visits are conducted to places of worship of other religions. Leaders of other faiths are invited into school to talk to children. There is one non-Muslim child whose needs are also appropriately addressed by the school in consultation with parents. The school with an outstanding contribution to community cohesion has become a model for other schools in the area.

Grade 1

The impact of collective worship on the school community is outstanding

The whole school is offered the opportunity in turn to take part in *Zuhr* (mid day) prayer in a congregation. There are excellent facilities for making wudoo (pre-prayer washing) and some nicely decorated prayer halls. Children sit in order with outstanding behaviour and reflective enjoyment. They also take part in *zikr* and *dua* (offering supplication and remembrance of Allah). Pupils pray from year two upwards, under supervision of their respective class teachers and also lead *salah* (prayer) amongst themselves. The whole-school assemblies are also organised in which children recite *surahs* (chapters from the holy Qur'an) to gain spiritual reflection. All children enjoy taking part in reading Qur'an and *nasheeds* (Islamic songs). The whole school is also offered the opportunity to perform *jumah* (Friday congregational prayer) in the school. Pupils have the opportunity to deliver speeches and

make presentations. They love to give *adhaan* (call to prayer). The school very nicely introduces children to duaas and prayers from early years. The school's whole process of *salaah*, *duaas* and *tajweed* is excellent. This is clearly visible in the spiritual feeling of school's pupils. They also respectfully greet each other and visitors with the greeting of peace (salaam).

Grade 1

The effectiveness of the religious education is good with some outstanding aspects

RE provision is led by a qualified imam and guided by a lead scholar who is also a governor. The head of RE is supported by the head and her deputy. Leadership and staff members are very good practicing role models for their pupils. All RE staff are subject qualified and working towards achieving formal teaching qualifications. There are regular INSET days devoted to the Islamic life of the school. The school's teaching and curriculum is good with some outstanding aspects in meeting the needs of its pupils. The school have developed a set of schemes by adopting carefully selected text books and materials. The RE curriculum is linked across with other subjects. The ICT and the use of modern methods of delivery makes RE curriculum more enjoyable for students. Teaching is good. Planning is broad and balanced. Some lessons were outstanding and some good. The teachers deliver their lessons with good planning, using appropriate language and methods. There is an effective marking and assessment system in place which informs planning and identifies the need for extra help. Pupils with SEN and EAL needs are given extra help. The school has a library and a good bank of resources which is regularly reviewed and updated. The Standards are high and pupils are making very good progress in knowledge and understanding of the Islamic faith. They also learn about other cultures and traditions. The school's *salat* (prayer) in congregation, moral teaching and recitation of Qur'an is very effective. The prayer and pre prayer washing facilities are very good.

Grade 2

The effectiveness of the leadership and management of the school as an Islamic school is outstanding.

The school have a strong leadership with a clear vision which is shared by the school governors and staff. The head of RE is supported by the head and her deputy. Leadership and staff members are very good practicing role models for their pupils. The school also enjoys a well structured support from the Al-Risalah Trust and the governing body. The head teacher has a clear and well focussed vision for the school to be an excellent Muslim school in which all learners develop academically, socially and spiritually. The school's SLT through a set of measures involves parents and the community in this process of children's development. The school through its successful leadership strategy enjoys excellent support from the local communities. The head leads all staff and works with the governors to implement the school's aim and meet the objectives. The School's own monitoring and evaluation system is effectively rigorous. This is evident in the regular management team, staff meetings and heads reporting to the governing body. Regular lesson observations by the deputy head and staff training sessions help to maintain the highest standards in staff

professional development. The school accommodation is in a beautiful new building which is well managed.

Grade 1

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