

**AMSUK Section 48 Inspection Report**

**Orchard Primary School**

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Local authority: Lambeth

Dates of inspection: 10/10/2011

Date of last inspection: 10/07/2008

Headteacher: Iffat Fariduddin

Inspector's name: Mr Mohammad Ismail

**School context**

Orchard Primary is an outstanding Muslim school. The school serves the Muslim community from different parts of London. Most of its pupils come from an English as Additional Language (EAL) background. The school sets a good example of community cohesion by serving a multi-racial community. The school was previously registered as an independent Muslim school. In September 2006, the school became part of the Voluntary Aided sector. The school has made good progress since its last inspection by improving the quality of the Islamic education.

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

This is due to the clear vision and strong commitment of the headteacher and the head of Islamic studies who enjoy excellent support from the Islamic studies team. All staff in the school help in shaping the Islamic identity of the school. The provision receives excellent Islamic guidance from the Al-Risalah Trust. The school enjoys excellent support from pupils, parents and the local community. Pupils feel extremely happy and show excellent Islamic behaviour. Some parents have expressed their support in some personal letters to the inspector. Most pupils make outstanding progress in their Islamic values. The school motto is: *Rabbi Zidni Ilman (my lord! Increase me in knowledge (20:114))*

**Established strengths**

- Outstanding progress since last inspection
- Outstanding behaviour
- Outstanding impact of collective worship
- Excellent leadership and management support
- Outstanding Islamic teaching, curriculum and parental involvement
- Strong support from the local community
- All adults in the school are excellent role models for pupils
- Multicultural and multi-faith staff
- Effective self-evaluation system
- Information and communication technology (ICT) link with Islamic studies makes learning more enjoyable for pupils
- Good mosque facilities within the school
- Optional after school extra Islamic curricular activities.

**Focus for development**

- Ensure that the plan for a new school building is accomplished with a mosque and *wudoo* (pre-prayer washing) facility included in the project
- Improve the quality of progress monitoring system for Islamic studies to bring it in line with the National Curriculum subjects
- Link Islamic studies subjects with other areas of the National Curriculum
- Ensure that the outstanding aspects of the Islamic studies provision are retained.

**The school, through its distinctive Islamic character, is outstanding at meeting the**

### **needs of all learners**

The resources for Islamic studies are of good quality and quantity. There is a system in place to review and update the resources. The school demonstrates its firm commitment to its ethos by providing a caring and happy Islamic environment, which was observed during lessons, around the school, in meeting with pupils and during the prayer session. The headteacher, head of Islamic studies and all teachers are good role models. Parents are actively involved in their children's learning and in the school's Islamic life. For this there is a well established communication system in place. The school organises regular meetings with parents and sends out newsletters. Parents have overwhelmingly expressed their support for the school in their returning questionnaires. Various parents' events are also held throughout the year. The head of provision and other members in his team are subject specialists and serving imams in the local community. Pupils enjoy their Islamic studies and expressed their wish to the inspector for an extension in the provision. They were extremely respectful and have appropriately asserted their views. All of them expressed strong affiliation and love for their school and for their faith. They celebrate their own faith and they expressed respect for others. They learn about different faiths in their Religious Education (RE) lessons and the school's multiracial community helps them to learn about people from different backgrounds. The school has adapted good quality schemes with an effective assessment system. The school offers a safe and secure Islamic learning environment. Pupils enjoy their learning, most of them making outstanding progress. They have developed outstanding behaviour. This is clearly visible in their courteous and respectful manners. Their views are taken into account by the school in any decision making process. There are planned visits to different places of importance. Speakers and pupils from different communities come and visit the school. The school also maintains close links with local mosques, and Muslim schools in the area.

### **The impact of collective worship on the school community is outstanding**

The school organises the whole school assemblies during which pupils collectively recite the opening chapter *Al-Fatihah*. Y4 – Y6 pupils are offered the opportunity to take part in the collective act of worship during the daily prayers in congregation. In this process, all pupils use the prayer room. They perform their *zuhur* (after midday) prayer. After the prayer, a supplication is said. All students sit orderly in rows and participate in this process in this very reflective environment. Muslim members of staff were present and joined the congregation. Y4-Y6 have opportunities to offer their *jumah salah* (weekly Friday prayer) in the school. The whole school and class assemblies are focussed on important weekly themes from Islamic social and moral teachings linking them to Every Child Matters. For example, the whole school assembly was about respecting and helping parents and grandparents. In addition, during the whole school assemblies, pupils take part in a collective supplication and they share their learning with others. They beautifully sing *nasheeds* (Islamic songs) and recite the holy Qur'an. The school has developed a curriculum to ensure continuity and progression in *salah* (the prayer). Pupils are taught skills for *salah* from an early age and assessed regularly for their progress. The vast majority of pupils achieve how to perform their prayers correctly from an early age. Pupils participate in *salah* with commitment and look forward to being involved in the *azaan* (1<sup>st</sup> call to prayer), *iqamah* (2<sup>nd</sup> call to prayer) and after *salah* supplication. All pupils were reflected by the whole session in the prayer room and their behaviour was outstanding. As a result of this outstanding provision of collective worship, pupils were found to be courteous and respectfully greeted each other and the visitors. Plans are in place for a new school building which will also include a mosque.

### **The effectiveness of the religious education is outstanding**

The head of Islamic studies leads the provision with excellent guidance. The school strongly promotes Islamic spiritual and moral values. The School has developed a successful curriculum by developing their own schemes of work and supporting resources. The curriculum is broad and balanced and it meets the needs of all the pupils. The Curriculum includes Qur'an with the rules of *tajweed* (the correct recitation of Qur'an), a selection of

*Hadith* (traditions narrated from the Prophet Muhammad (peace and blessings be upon him)), *fiqh* (theology) Islamic beliefs, Islamic manners and *nasheeds* (Islamic songs). The pupils also have the optional facility of extracurricular Islamic activities in the evening. There is an appropriate and sufficient input about other faiths and traditions in the RE curriculum. EAL and Special Educational Needs learners' requirements are taken into consideration. During Qur'anic sessions rules of *tajweed* are observed and the teachers are qualified for teaching *tajweed*. There is a marking and assessment system in place, which informs planning. Excellent RE results from last year prove that pupils are making outstanding progress. ICT link with Islamic studies makes learning more enjoyable for pupils. All the teachers in RE are subject qualified with specialism. Most lessons were outstanding and some were good. Teachers deliver their lessons with good planning, using appropriate language and methods. The number of teachers and the resources have been substantially increased since the last inspection.

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

The school enjoys the benefit of an active leadership team who are fully committed to achieving the best outcomes for pupils in the Islamic studies provision. The leadership is fully supported by the Al Risalah Trust and all the governors who come from diverse backgrounds with a variety of expertise to support the school. The trust with the governing body and the headteacher ensures that resources are made available through the school budget. There has been a substantial increase in spending on Islamic studies. The staff are offered training in their professional development and in raising their awareness about working in a Muslim school. Communications with parents have been improved. The school's leadership and management have made significant improvements since the last inspection. As a result, both pupils and staff have benefitted from this. The school monitors performance data and participation in extra-curricular provision to ensure equality of opportunity. Incidents of racism and bullying are very rare, as are levels of fixed term exclusions. Pupil attendance levels are above the national average due to the development of robust systems. All this makes the school's management and leadership for Islamic provision to be outstanding.