

Gatton VA Primary School

Inspection Report

Local authority: Wandsworth Council
Inspected under the auspices of: AMS UK
Inspection dates: 12 May 2015
Lead inspector: Mrs Hasina Varachia

This inspection of the school was carried out under section 48 of the Education Act 2005.

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 4 -11
Gender of pupils: Mixed
Number on roll: 418
Appropriate authority: The governing body
Chair: Mr Farouk Valimahomed
Headteacher: Rifat Batool
Date of previous school inspection: 13th July 2009
Address: 13e Broadwater Rd
Tooting, London. SW17 7LJ
Telephone number: 020 8682 5570
Email address: info@gatton.wandsworth.sch.uk
School website: <http://www.gatton.wandsworth.sch.uk/>

Introduction

Inspection team

Lead Inspector : Mrs Hasina Varachia
Team Inspectors: Mr. Yusuf Seedat
Mr. Mohammad Asad

This inspection was carried out by two inspectors and a shadow inspector. The inspection was observed by two members of the Department for Education. They visited five lessons or parts of lessons including observing registration, lunchtimes and the collective prayers session. They held meetings with the headteacher, governors, staff, parents and groups of children. Inspectors observed the school's work and looked at a range of documentation, including children's written work, planning, the RE (Islamic Studies) curriculum, the school's self-evaluation documents and the school's RE development plan. In accordance with the protocol that exists between DFE and AMS UK (Section 48), the lead inspector had a look at the school's recent Ofsted inspection report, which took place in February 2014.

The inspection team looked in detail at the following:

- The Religious Education (RE) curriculum
- The progress pupils make in religious education
- The quality of teaching in religious education
- Leadership and management for religious education
- Spiritual, moral, social and cultural development, including collective worship.

Information about the school

Gatton is an Islamic primary school, well known in the community for successfully meeting the needs of pupils from the Muslim community. It is larger than most primary schools and is part of the Al-Risalah Trust. Almost all pupils are from a range of minority ethnic background and speak English as an additional language. 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. At present there are 418 pupils, all from a Muslim background on Roll. Currently nine pupils have special educational needs.

Inspection judgments

Overall effectiveness	2
The achievement of pupils in their religious education.	2
The quality of teaching and learning.	2
The effectiveness of leadership and management of religious Education, including the role of the school's governing body in RE.	2
The extent to which the religious education curriculum meets pupils' needs.	1
The extent of pupils' spiritual, moral, social and cultural development including the daily act of collective worship.	1

Overall effectiveness: the quality of religious education provided at Gatton Primary is good because:

The school's vision as part of the Al Risalah Trust is to establish schools which achieve excellence academically, spiritually, morally and socially. The school aims to ensure all children, those of faith and none have access to an outstanding curriculum, to achieve their full potential and develop as excellent role models and confident individuals who are ambitious and successful in their present and future lives.

Pupils achieve well as a result of effective teaching which ensures that pupils' learning is good, although in some lessons pupils would do better if given opportunity to apply new knowledge.

Pupils are ambitious and have high expectations for themselves. They have an excellent attitude and this makes a significant contribution to their many accomplishments. They are happy, mature, confident, caring individuals.

The head teacher, other leaders and governors communicate high expectations and ambition. They have a very clear vision of how they want the school to be and are taking the right steps to achieve it.

Leaders' expertise is drawn upon to help improve provision in other schools.

An outstanding programme of SMSC provision and a strong Islamic tarbiyah (education or upbringing) programme results in outstanding behaviour and relationships both in lessons and during social time. There have been no exclusions.

Pupils feel safe in school. Their excellent relationships means there is virtually no bullying in school.

Attendance is above the national average with a recent increase, although punctuality could be better.

Pupils are given many opportunities to develop as strong British citizens and demonstrate their respect and learning of Islam through practical experiences. These include charity work, locally and nationally. These experiences enable them to show initiative and understand how they can contribute positively to the lives of others.

British Values are effectively promoted throughout the curriculum, assemblies, displays and its' strong relationship with those of different faiths and cultures. Pupils are given opportunity to exercise democracy by taking part in school's council election.

Relationships with parents is excellent and they play a key role in the school.

The quality of collective worship is outstanding; pupils participate with confidence, respect and sincerity.

All pupils have high level of literacy in Islamic text.

What does the school need to do to improve further?

- To ensure all pupils make outstanding progress through providing greater challenge.
- To ensure best practice is shared consistently and effectively.

Achievement of pupils at the school in their religious education is good because

Children enter the EYFS with attainment well below what is expected in Communication, Language and Literacy. By the time they leave in year 6, pupils are achieving well above in Qur'anic studies and doing well in Islamic studies.

Most pupils do well, particularly pupils with special educational need, although the most able would do better if suitably challenged.

Pupils demonstrate very good knowledge in lessons and pupils' classwork books are also testimony to their growing knowledge. More pupils would make better progress if given activities that were set to the needs of all pupils as the level of challenge is not always suitable for all pupils.

Teaching results in rapid progress being made in Qur'an reading throughout the school. Pupils demonstrate confidence and skills when presenting in their weekly assemblies. Pupils learn their duas (supplications) well and are able to read them in context.

Parents are extremely pleased with the progress their children make and feel they learn from their own children.

What does the school need to do to improve further?

- To ensure that the pupils learning in Islamic studies curriculum is monitored as robustly as it is in Qur'anic studies.

The quality of teaching and assessment in the school is good because

The RE curriculum complements the rest of the curriculum very well with teachers supporting class teachers with Qur'anic ayahs (verses), hadith (the Prophetic traditions) and Islamic teachings on various topics. Pupils learn well about aspects of different religions other than their own including Signs and Symbols, Places of Worship, Festivals and Holy Scriptures.

The schools' excellent provision has meant the school has shared its' practice with local Wandsworth schools.

Pupils learn how to be safe. Year 5 recently visited the Wandsworth Citizenship Scheme where they learnt about various aspects of staying safe including fire and stranger danger.

Pupils demonstrate a strong awareness of why it is important to be healthy and are able to make links to the teaching of Qur'an and hadith. Pupils enjoy taking part in physical activities both during and after school through the range of extended school provision. Pupils also regularly take part in competitions against other schools.

Amongst other awards, the school has achieved the Healthy Schools London Bronze Award.

Pupils have ambitious targets which helps to keep them on track.

Although curriculum content coverage is detailed and pupils' presentation skills are excellent, pupils' do not receive focused feedback, so do not know why they have done well and what they need to do to improve their work.

Support staff are well deployed and make an effective contribution to pupils' learning.

Pupils would make better progress if work was differentiated to meet the needs of all pupils, especially the able. At times, didactic teaching means that not all pupils have an opportunity to contribute to lessons and for them to know what progress they are making and what they need to do to improve. Pupils also would benefit from a greater variety of teaching activities, particularly in Islamic studies which would further develop pupils' learning.

Pupils' work and tracking records demonstrate good progress.

Parents and carers meet staff regularly to share information about pupils' needs and achievements and to review progress.

Pupils who are at risk of not achieving targets are monitored closely, with regular meetings between parents and senior leaders.

What does the school need to do to improve further?

- Ensure work is pitched at the right level of difficulty so all pupils are suitably stretched and challenged whatever level they are working at.
- Further strengthen the learning opportunities provided in Islamic studies lessons to ensure the curriculum is meaningful for pupils.
- Ensure pupils receive focused feedback so they are clear what they have done well and what they need to do next to improve.

The effectiveness of leadership and management of Religious Education is good because:

Leadership and managers consist of highly qualified, well informed and ambitious individuals on the SLT. They have a clear vision based on ensuring the best possible academic and personal experiences and outcomes for all pupils. All leaders have personalised development plans, which ensures they remain on a path of continuous improvement.

The curriculum and the way it is planned and implemented is highly successful in delivering academic and personal success for pupils. It is regularly reviewed. The school monitors participation at many levels, including gender ethnicity and vulnerable groups.

The school has recently been awarded the Artsmark Gold demonstrating its' strong commitment to the Arts. Islamic art has featured strongly with pupils producing mosaics, calligraphy and drawings and paintings.

The school governing body is committed to maintaining the school's Islamic ethos by regular reviews and evaluation.

Termly reports are provided by the headteacher on the RE provision as well as against the Ethos Policy demonstrating that pupils' SMSC development is of high order.

Professional development is provided to support staff in developing spirituality and contributing to shaping the Islamic ethos of the school. New staff are supported through a thorough induction programme. The school has in place a detailed plan for RE and a number of targets are at the advanced stages of completion.

The senior management team have a very strong relationship with parents; parents are well supported in one to one meetings, monthly coffee mornings, and the schools works effectively with parents who are hard to reach.

Parents are well informed about the RE termly targets, parents meetings held three times a year ensures that parents are always kept well informed. Governors have carried out comprehensive surveys with parents showing strong support for the Islamic studies provision in the school. Parents said they feel the school is helping their 'children to be good people.'

What does the school need to do to improve further?

- To ensure accurate monitoring, effective performance management and professional development is closely matched to the needs of staff.
- Increase the resource bank of Islamic reading books for aesthetic reading.

The extent to which the religious education curriculum meets pupils' needs is outstanding because

The school offers a broad and balanced curriculum for its' RE provision and is appreciated by both parents and pupils. It provides pupils with knowledge and understanding of `aqaaid (beliefs), aklaaq (morals), fiqh (theology), history and as well as learning about religions other than their own. It encourages an innovative strategic approach to the development of all aspects of SMSC. The curriculum gives pupils the opportunity to develop and understand how to be good British Muslim Citizens. The vast range of practical experiences offered provide testimony to this.

Zuhr *salah* (after midday) prayer is conducted In congregation (Collective Worship) and the school offers pupils excellent facilities. During prayer times, pupils partake respectively in *dua*, offering supplication to Allah. Pupils lead salah themselves from year 3. Pupils take it in turns to call the adhaan, (call to prayer).

Whole school assemblies provide pupils with the opportunity to recite surahs, (chapters) from the Qur'an to gain spiritual reflection. Pupils also partake in performing nasheeds (Islamic songs). During the inspection, an assembly on gratefulness and gratitude and a performance by Year 4 underpinned the school's values and deepened pupils' spiritual development through nasheeds.

The school has, within its team, a number of local theologians male - females who are well informed on Islamic teachings and actively contribute to shaping the spiritual life of the school.

Pupils in their citizenship lessons learn about British values, respect for others views, respecting the law and democracy. In a Year 3 RE lesson, pupils spoke maturely about respecting the beliefs of those from faiths other than theirs.

The extent of pupils' spiritual, moral, social and cultural development is outstanding because

The quality of the pupil's spiritual, moral, social and cultural development is outstanding supported by the extremely effective Islamic ethos which permeates throughout the school. The nurturing and development of pupils own faith and culture is a strength of the school. Pupils also learn about different faiths and cultures by visiting places of worship and meeting people of different faiths. For example, a recent visit to a Jewish school and a local church. In addition, the idea is promoted through Personal, Social and Health Education (PSHE) lessons, assemblies, other programmes and through the general ethos of the school.

The spiritual development of pupils is developed practically through daily *Zohar* prayers, recitation of the Qur'an and reading of daily du'as. Some of these are led by pupils to develop leadership skills and self-esteem.

The moral development of pupils is well catered for by giving pupils opportunities across the curriculum to explore and develop moral concepts and values, such as right and wrong, justice, personal rights and responsibilities. Pupils' behaviour is excellent. They are courteous and caring towards each other both in lessons and around the school.

The schools work has been recognised by the 'Eco-Schools' Body and the school has received both the Bronze and Silver Award. In addition to this, pupils have made outstanding contribution to a local community garden project, leading to the Balham and Tooting Community Association Award and the Five Star Gardening Award by the British Horticultural Society. Projects have included designing and building a water catchment feature, cold frames, bird feeders, 'Insect Hotel' and 'Bottle Greenhouse'.

Pupils are given many opportunities to develop as strong citizens and demonstrate their respect and learning through practical experiences. These range from charity work for the homeless and supporting people suffering from cancer. In discussion with pupils they said, *'We have collected food and given to the homeless. It makes us happy that we helping other human beings.'* These experiences enable them to show initiative and understand how they can contribute positively as British Muslims to the lives of those living and working in the locality of the school and to society more widely.

Views of parents and carers

- Almost all parents are positive about the school.
- They feel communication is excellent.
- They feel part of the school.
- Parents feel to further strengthen Islamic studies it needs to be more meaningful and appropriate.

Glossary

What inspection judgments mean

Grade	Judgment	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	A school requiring improvement is not providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. AMS UK inspectors will make further visits until it improves.