

# Lady Nafisa Independent Secondary School for Girls

Independent school standard inspection report

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Reporting inspector	Heather Yaxley HMI

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## **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, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.<sup>1, 2</sup>

## **Information about the school**

Lady Nafisa School is an independent Muslim day school for girls between the ages of 11 and 16 years. The school occupies a residential property in Feltham. The proprietor is the West London School of Islamic Studies, a charitable trust, and the school comes under the management of its board of trustees. The school opened in September 2009 with a group of four girls and, following two pre-registration visits, was registered in November 2009 to admit a maximum of 40 girls. There are currently nine girls on roll between the ages of 10 and 13 and six have been at the school for less than five weeks. All girls are practising Muslims from families that are mainly of British Pakistani and Arabic heritage from the local area. No pupils are at the early stages of learning English. The school does not have any pupils with a statement of special educational needs. The aim of the school is 'to foster a God-centred learning community in which Islam is nurtured through daily opportunities for prayer, worship and reflection, which deepen our relationship with Allah and each other'. This is the first inspection of the school.

## **Evaluation of the school**

Lady Nafisa School provides its pupils with a satisfactory quality of education and welfare. This is not the whole story, however, because in the short period of time since opening, the headteacher has established a very clear direction for the school, making good improvements to the curriculum and teaching. Pupils' spiritual, moral, social and cultural development is good and their parents and carers are very pleased with the education provided. The school meets all but one of the regulations and all safeguarding requirements are met.

## **Quality of education**

The school provides a satisfactory standard of education. Over the past year, provision and practices have been refined and now they are bedding down. As a result of regular evaluation of their work, including contributions from the girls and the trustees, together with support from external professionals, staff have steadily improved the curriculum and teaching, so that elements of good practice are emerging strongly.

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<sup>1</sup> [www.opsi.gov.uk/acts/acts2002/ukpga\\_20020032\\_en\\_14#pt10-ch1-pb4-l1g162](http://www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162)

<sup>2</sup> [www.opsi.gov.uk/ACTS/acts2005/ukpga\\_20050018\\_en\\_15#sch8](http://www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8)

The curriculum is satisfactory and well thought through to meet the school's aim. There is a clear focus on providing the girls with a good balance of academic study alongside developing their understanding of Islamic teaching and practices. Programmes for teaching the Quran, Sira, Hadith, Fiqh and Tajwid are planned well to give clear instruction alongside plenty of opportunities for the girls to develop an understanding of the relevant principles and practices. Islamic teaching is interspersed throughout the timetable and this approach works well to give the girls a varied and interesting week. However, the school does not have separate subject policies that show how faith and academic aspects of the subject should complement one another.

Recent changes demonstrate how well the staff have reflected on the strengths and weaknesses of the curriculum. For example, this academic year gives more time for English studies; personal, social, health and citizenship education (PSHCE) is now taught as a separate subject, and opportunities for off-site physical education (PE) have been extended to include archery and more use of local leisure facilities. Long-term plans are in place for all subjects and medium-term plans are being developed for each term as this academic year progresses. This is already adding more detail which is in turn being used to plan each lesson more thoroughly around learning intentions. Good schemes are in place for English, mathematics, science, Islamic studies and Arabic but plans are less detailed for art, PE and the health and relationship aspects of PSHCE. The curriculum for pupils when they reach Key Stage 4 is being developed in readiness for when the current Year 9 pupils reach that stage next year.

The planned programme for PSHCE serves the girls well for broad aspects of citizenship because their responsibilities as citizens and as Muslims within British and wider societies are carefully intertwined through the programme. Other lessons extend these opportunities, such as the daily current affairs discussions using newspapers and other articles. The range of educational visits last year is impressive and much appreciated by the girls. In particular, they talk about how much they gained from visiting the Globe Theatre, the British Museum and the Science Museum. In this way the curriculum provides good opportunities for lively debate and extended learning experiences that develops their understanding and interest.

Teaching and assessment are satisfactory. Assessments for the small group of girls on roll last year indicate that they made satisfactory progress. Termly assessments show what the girls can do and the subsequent mentor sessions and consultations with their families provide targets for what they can aim for next. However, the school does not yet pull together all its assessment data in a way that clearly shows pupils' progress over time. Recent changes made to planning lessons and the marking of pupils' work are adding quality to the assessment of what the girls achieve in lessons, often matched to the learning objectives and involving them in assessing their own learning with teachers. In class, teachers have high expectations of their pupils and as a result of good subject knowledge and very good relationships between staff and pupils, the girls often rise to these expectations. Opportunities to tailor lessons specifically to the academic and personal needs of individuals are

sometimes missed because planned activities are often the same for the whole group. In addition, opportunities are sometimes missed to support pupils' understanding of vocabulary and to develop their ability to explain what they know and can do. The way that homework is used to support and extend learning is good.

## **Spiritual, moral, social and cultural development of pupils**

The girls' spiritual, moral, social and cultural development is good, as is their behaviour. Those girls who attended the school last year have developed a strong bond with each other and clearly enjoy one another's company socially and as fellow learners. They are very clear about their responsibilities to those of all faiths, beliefs and cultural differences both locally and within wider communities. The PSHCE programme and a range of educational visits have helped the girls to develop an understanding of British institutions and services, as well as of cultures that are different to their own. The new girls are finding this school very different from what they have been used to but they already have good relationships with staff and are exploring new friendships and new subjects with confidence. The spiritual dimension of the girls' development is fostered well through prayer and reflection, as well as in lessons where they enjoy learning and experiencing new things, such as seeing plant cells through the microscope for the first time.

## **Welfare, health and safety of pupils**

The school's provision for the welfare, health and safety of pupils and visitors is satisfactory. The girls say that lessons encourage them to think about their health and safety and staff conscientiously seek to develop good practice. All appropriate policies are in place but sometimes the way that things such as fire drills, accidents and incidents are recorded lacks specific details. There is a suitable policy for child protection and staff have completed the relevant levels of training. The policy for taking the girls off site is in place but risk assessments are not undertaken. The school has a policy and three-year plan in compliance with the Disability Discrimination Act 1995 as amended.

## **Suitability of staff, supply staff and proprietors**

The school's single central record of checks made on staff confirms that appropriate checks have been made to ensure the suitability of those working with the pupils.

## **Premises of and accommodation at the school**

The school occupies a residential property on a main road. The premises were purpose-built as a school prior to this school taking residence and the accommodation is safe and suitable for teaching pupils in small groups. There are three classrooms, including one designated for science, and a multi-purpose room that is used mostly for prayers. Facilities for PE and for pupils to play safely at break times are limited to two small hard surfaced areas at the front and rear of the

premises. Suitable arrangements are made locally to ensure adequate opportunities for physical activities, both indoors and outdoors.

## Provision of information

The school's website, together with the prospectus and student handbook, provides families with useful and relevant information. They also receive a report at the end of each term, which identifies grades for attainment and effort. Subsequent consultation meetings between staff, pupils and their families provide more detail for how well the girls are doing and how they can improve further. All parents completed the pre-inspection questionnaire and all indicate that they are completely happy with the education that Lady Nafisa School provides for their daughters.

## Manner in which complaints are to be handled

The school has received no formal complaints and has a suitable, clear policy to address any that arise. The school's procedure meets requirements.

## Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.<sup>3</sup>

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

- ensure there are effective procedures for ensuring pupils' health and safety on educational visits which have regard to DfES guidance *Health and safety of pupils on educational visits* (paragraph (3)(12)).

## What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- Developing separate subject policies so as to reflect how faith and academic aspects of subjects complement one another. Pull together assessment data to show pupils' progress over time more clearly. Develop recording procedures relating to health and safety so as to provide more specific details.

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<sup>3</sup> [www.legislation.gov.uk/ukxi/2010/1997/contents/made](http://www.legislation.gov.uk/ukxi/2010/1997/contents/made)

## Inspection judgements

outstanding	good	satisfactory	inadequate
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### The quality of education

Overall quality of education			✓	
How well the curriculum and other activities meet the range of needs and interests of pupils			✓	
How effective teaching and assessment are in meeting the full range of pupils' needs			✓	
How well pupils make progress in their learning			✓	

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils			✓	
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## School details

<b>School status</b>	Independent Muslim day school for girls		
<b>Type of school</b>	Secondary		
<b>Date school opened</b>	September 2009		
<b>Age range of pupils</b>	11–16		
<b>Gender of pupils</b>	Girls		
<b>Number on roll (full-time pupils)</b>	Boys: 0	Girls: 9	Total: 9
<b>Annual fees (day pupils)</b>	£3,000		
<b>Address of school</b>	83a Sunbury Road, Feltham, Middlesex TW13 4PH		
<b>Telephone number</b>	020 8751 5610		
<b>Email address</b>	admin@ladynafia.org		
<b>Headteacher</b>	Ms Fouzia Butt		
<b>Proprietor</b>	West London School for Islamic Studies		