

# House of Light

The Mosque, Frank Street, Nuneaton, CV11 5RB

## Inspection dates

18–20 March 2014

## Overall effectiveness

**Good**

**2**

Pupils' achievement

Good

2

Pupils' behaviour and personal development

Good

2

Quality of teaching

Good

2

Quality of curriculum

Good

2

Pupils' welfare, health and safety

Good

2

Leadership and management

Good

2

## Summary of key findings

### This school is good because

- Pupils achieve well; they make particularly good progress in their spoken and written English and mathematics. Progress in other subjects is improving year-on-year.
- Teaching is good because teachers make the work interesting for pupils, giving them good feedback about what they can do to make their work even better. Pupils take this on board and adjust their work very well.
- Children make good progress in the Early Years Foundation Stage. They make outstanding progress in their communication and language, and in their early literacy and mathematical development.
- The curriculum is much improved and now covers all that it should. There is a very good focus on literacy and numeracy in other subjects, such as geography and science. This supports pupils in making such good progress in these skills. The Islamic studies curriculum supports their spiritual moral social and cultural development very well.
- Leadership and management are good. This is an improving school, where standards are rising in teaching and learning because of leaders' careful monitoring of these aspects.

### It is not yet outstanding because

- Children in the Early Years Foundation Stage do not have easy access to the outside learning environment. This means that they do not make such good progress in their physical development and some aspects of their knowledge and understanding of the world.
- Pupils have limited opportunities to influence the school's work or their own targets.
- Some staff have not been trained to pronounce letter sounds accurately. This confuses pupils when they are trying to read unfamiliar words or spell them.

## Compliance with regulatory requirements

- The school requires improvement and must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements. The details are listed in the full report.

## Information about this inspection

- The inspection was carried out with no notice.
- The inspector observed 14 lessons, taught by three teachers and the Early Years Foundation Stage team. She held meetings with the headteacher, the Early Years Foundation Stage leader, staff, a group of pupils and a representative of the proprietorial board.
- The inspector took account of the views of parents and carers, members of staff and pupils and talked with parents as they dropped off their children.
- A range of documents was scrutinised, including the school's self evaluation and the records it keeps as to students' progress and policies and records showing how the school keeps pupils safe.

## Inspection team

Susan Lewis, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The House of Light School is a Muslim day school for girls and boys aged from 3 to 12 years. It opened as an early years provider in 2007 and as a Key Stage 1 provision in 2010. In 2012, following a material change visit, it was permitted to take pupils up to the age of 12 years.
- The school currently has 19 students on roll; nine of these are in the Early Years Foundation Stage and attend for the morning session only. Older pupils have lessons in Urdu, Arabic and Islamic studies, including personal, social and emotional development and citizenship, in the afternoon.
- There were no children of Reception age at the time of the inspection. The school has not yet had any Year 6 pupils, the oldest pupils are in Year 5. The school receives government funding for all the children currently in the Nursery.
- Pupils are from a range of backgrounds including Indian and Eastern European. The majority enter the school with English as an additional language, often at the early stages of acquiring this. No pupil has a statement of special educational needs. No pupils have a disability or special educational needs.
- The school's premises are located on the first floor of a Mosque in Nuneaton. The premises are used in the evening by the Mosque and so the facilities have to be packed away each night. It is owned by the Nuneaton Muslim Educational Trust, a registered charity.
- The school aims to 'cherish each individual' so that they 'reach their full potential as learners and as children of Allah'.

### What does the school need to do to improve further?

- Ensure that all staff have received training in the teaching of phonics (the sounds that letters make) so that pupils make even faster progress in their reading and spelling and particularly in the ways in which they can work out the meanings of words or how to spell words for themselves.
- Help pupils to understand their achievement levels and targets so they are clear how well they are doing and what they need to do next.
- Involve pupils more in taking decisions about the life of the school and its curriculum.
- Continue to explore different ways of making the outdoor learning environment more freely available to children in the Early Years Foundation Stage.

### The school must meet the following independent school standard.

- Ensure that there is accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility (paragraph 23B(1(b))).

## Inspection judgements

### Pupils' achievement

**Good**

All pupils make good progress overall from their starting points because they work in very small groups and have very strong relationships with their teachers. This, together with the ways in which their teachers plan lessons that interest them and build up their skills carefully, means that pupils try their best and are inspired to learn.

Children quickly settle into the Nursery, even when they have only recently arrived in the country and have little English. Careful allocation of key worker support means that these children quickly settle in. Most make remarkable progress in their spoken English and early literacy skills in a very short time. Children enter the Nursery with skills in communication, personal social development that are often lower than those typical for their age. From Reception, they move into Key Stage 1 with achievement and skills that are at least similar to those of others; often their literacy and mathematical skills are better. This good progress continues throughout the school. The oldest pupils in Years 4 and 5 make good progress in English, mathematics and science. Their achievement is slightly above that of others of their age, with most on target to achieve at the higher levels in the Key Stage 2 assessments next year. However, although the school now makes good use of local parks and of their own outdoor learning environment, Nursery children make adequate but not good progress in their physical development and knowledge and understanding of the world. This is because they do not have continuous outdoor access to develop some of their skills in these areas of learning.

Achievement and progress have improved because the school now has good assessment and tracking systems in place. These are generally used well to check on how pupils are doing and what they need to achieve next. Pupils who enter the school with very little English make good and often exceptional progress in speaking and listening because teachers are so good at probing their understanding and extending the range of vocabulary that they know. This was seen in a Year 1 Islamic studies lesson where the teacher helped pupils to use a range of words for describing their emotions and feelings.

Pupils make good progress in reading, writing and mathematics because of the many opportunities they have to use these skills in other subjects, such as geography or in experiments and investigations in science. Nursery children show a good awareness of letters and sounds (phonics) because their teachers have been trained and teach these systematically. The older children in these groups have good handwriting and early reading skills which delight their parents. However, phonics and spelling are not taught as systematically in the rest of the school. This is because staff have not yet been trained and sometimes confuse pupils as they try to sound out new words.

All groups of pupils make good progress in their Islamic studies. These are taught alongside other activities in the Nursery and make an important contribution to children's personal and social development. Older pupils achieve well in Urdu and are able to translate simple sentences into English without help, explaining what they are reading to others. All pupils show a great deal of pride in their understanding of their Islamic studies and how it is helping them to understand how they should behave in the world.

### Pupils' behaviour and personal development

**Good**

Pupils' behaviour and personal development are good and make a strong contribution to their learning. Behaviour is typically good and often outstanding, but pupils do not always understand their own targets and levels. They have limited opportunities to influence their targets or to contribute to decisions about aspects of the school's work.

Pupils are highly respectful of each other and of staff. The school's curriculum expects them to reflect carefully on their actions and take account of the needs of others, and this is apparent in the ways that they behave. They listen carefully and try their best in lessons, even when the work is difficult. Pupils love coming to school and their attendance is excellent, most achieving 100 per cent. Nursery children quickly settle into the school because of the strong induction arrangements. Pupils develop their self-confidence well; they are very positive about the school and the progress it helps them to make. Pupils have a good understanding of right and wrong, and understand the importance of obeying rules. Pupils move carefully and safely around the school and in the playground, and they and their parents feel they are very safe at school. Nursery children, for example, take great care walking down the stairs to their outdoor learning area. Pupils are quick to help to clear up equipment and to pick up litter. They take great care in the presentation of their work. There is no evidence of bullying, although pupils have a good understanding of the different forms this can take.

Older pupils say that their Islamic studies help them to understand how they should treat everyone including when outside school. The school's curriculum, together with outside visits and visitors, support pupils' spiritual, moral, social and cultural development well, ensuring that pupils learn about British institutions and different values and beliefs and have a range of cultural experiences. Older pupils use words such as 'tolerance' to describe how the school is helping them to understand different values and beliefs. Staff take care to help pupils understand different points of view and come to a balanced view point when they discuss topical matters. All this means that pupils' spiritual, moral, social and cultural development is good.

### Quality of teaching

### Good

The vast majority of teaching is consistently good or better because staff now have a good understanding of pupils' needs and nurture them carefully to their next steps in learning. Classes are very small and the adult to child ratio high. This means that pupils have much individual attention, and the work and their teacher's comments take good account of their targets. Occasionally, the work is too easy or too hard but teachers are quick to recognise this and adjust it appropriately. Teaching is good in the Nursery because staff are skilled at gaining children's interest and holding their attention. In well-planned group sessions children learn routines that help them to settle; the youngest or newest ones quickly settle and feel safe. Staff track and monitor children's development through their 'learning journals' very well and share this extremely well with children's families. Teachers are skilled at developing children's early number and language and literacy skills, which means they catch up quickly in these areas.

Teachers support pupils who are still learning English very well because they are skilled at probing and checking these pupils' understanding and extending their language. The small groups and individual attention mean that opportunities are rarely lost here. Important subject vocabulary is focused upon effectively in lessons. This all ensures that pupils are very well set up to keep up with others of their age once they leave the school. Writing is taught well both through lessons and the marking in pupils' books. Pupils have many opportunities to write, including poetry and plays or in recording their science experiments. Teachers have consistently high expectations of pupils' presentation and ideas.

Teachers have very high expectations of pupils' behaviour and contributions in lessons. They are skilled at involving every pupil and at praising but also extending their ideas. Pupils glow with pride when they realise they can work out percentages. This is because the teacher is so skilled at helping pupils to use what they already know about fractions, decimals and their tables to do so.

### Quality of curriculum

### Good

The curriculum is good and meets all requirements. Pupils have a good balance of English, mathematics and the other required areas of learning in the longer morning session. They study

Islamic studies, and in Key Stage 2 Arabic and Urdu as languages, in the afternoon. The curriculum in the Early Years Foundation Stage is well planned and covers all the required areas of learning. Staff regularly check that children have a balance of learning experiences, as well as following their interests. This all means that many achieve a good level of development and all progress well from their starting points.

Opportunities for physical development have been extended since the last inspection. Local parks and facilities are now used by all pupils, as well as the school's own playgrounds. Older pupils study science and technology, and many say that science and particularly experiments are their favourite subjects. Their good and sometimes better progress in this subject reflects such enjoyment. The specialist Islamic studies programme includes a high level of personal, social and health education. The values taught underpin the ethos of the school from Nursery onwards. Pupils show themselves to be highly respectful of others and to develop good social awareness and self-esteem because of this.

### **Pupils' welfare, health and safety**

**Good**

Good provision is made for pupils' welfare health and safety. All the independent school regulations for this standard are met, together with the welfare requirements of the Early Years Foundation Stage. Staff are ever vigilant that pupils are happy and safe. This ensures that pupils themselves feel very secure and cared for. Children in the Nursery quickly settle in and feel safe to learn. They benefit from the school's excellent relationships with parents and the ways in which parents are encouraged to share in the early work of the day and in class outings. Pupils develop a good awareness of how to keep themselves safe. The younger children move carefully around the school. Older ones cross the road looking intently from side to side and learn to 'place' the ball when playing football, rather than kicking randomly. Pupils know about 'stranger danger' and have a good awareness of what internet safety involves because staff prepare them for such potential dangers well.

All the required vetting procedures on staff and the proprietorial board are rigorously carried out. Staff have received the appropriate child protection and first aid training. Recent improvements to the building have improved its safety further. All the necessary fire risk assessments and checks are carried out and kept up-to-date. A few minor works were due to be completed imminently but temporary arrangements are effective and do not compromise pupils' safety.

Risk assessments are in place for the different activities pupils undertake, including for those in the Early Years Foundation Stage. There are no recorded instances of bullying or poor behaviour and few accidents, though these are meticulously recorded. The school does not provide lunch and all pupils bring sandwiches. Pupils have a good understanding of the need for a healthy diet and for exercise. They would, however, like to be more involved in shaping the school such as suggesting topics to study or charities they might support.

### **Leadership and management**

**Good**

The leadership and management of the school, including that of the Early Years Foundation Stage, are good. The school has improved significantly since the last inspection and now meets all but one of the independent school regulations. All the requirements for the Early Years Foundation Stage are met. The headteacher has worked hard to improve the curriculum, teaching and achievement in Key Stage 1 and at Key Stage 2 so that they are now good. This has happened because the school now collects good information on how pupils are doing and checks at least termly that they are making sufficient progress. The proprietorial board has been supportive in ensuring that the headteacher has had training to support the school's self-evaluation and improvement. Self-evaluation is accurate and the leadership is clear about what needs to be done. Currently, there is no established leadership team beyond the headteacher and proprietorial board. The proprietors and the headteacher are clear that as the school grows then so will the leadership

team. They are beginning to devolve responsibilities to other staff to secure this.

The headteacher has introduced good assessment systems, regular checks on how pupils are doing and appraisal systems that make teachers accountable for their pupils' progress. This has all contributed to the school's effectiveness now being good. Staff are all highly committed to the school and have appropriate professional development opportunities to improve their teaching further.

Welfare, health and safety have also improved so that all regulations are now met and this reflects the ethos of care and concern that underpins everything the school does. There have been many recent improvements to the school premises that make it a pleasant learning environment for pupils. However, although now adequate, there are still restrictions to the access Nursery children have to an outdoor learning environment. The school's medical room does not have the required washing facilities.

The school meets all the regulations regarding the suitability of staff, the information provided for parents and others, and its complaints procedure. There have been no complaints since the last inspection and parents spoken with were swift to praise the school's work, including their children's progress and the ways in which the school keeps them safe.

Partnership working with parents is a particular strength. Parents are encouraged and supported to be part of their child's learning. Good sharing of their children's learning and targets with parents, as well as regular homework and a newsletter, help to secure pupils' progress even more. The headteacher is working hard to strengthen the school's links with the broader community and other schools, and has already had some success in this. The leadership recognises this would help the school improve even further.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.



## School details

<b>Unique reference number</b>	136043
<b>Inspection number</b>	440219
<b>DfE registration number</b>	937/6107

This inspection was carried out 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.

<b>Type of school</b>	Independent School
<b>School status</b>	Muslim Primary Co-Educational Day School
<b>Age range of pupils</b>	3–12
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	19
<b>Number of part time pupils</b>	9
<b>Proprietor</b>	Nuneaton Muslim Educational Trust
<b>Chair</b>	Zainul Abedin Shaikh
<b>Headteacher</b>	Mufti Mohammed Badat
<b>Date of previous school inspection</b>	1 February 2011
<b>Annual fees (day pupils)</b>	£750-£850
<b>Telephone number</b>	024 7638 2372
<b>Email address</b>	houseoflightschool@gmail.com

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