

East London Islamic School

59-66 Greenfield Road, London, E1 1 EJ

Inspection dates

16–17 October 2014

Overall outcome**Unmet independent school standards identified****Reason for the inspection**

- This emergency inspection was commissioned by the Department for Education. Inspectors were asked to report on the school's compliance with all the standards for independent schools referenced in: Part 1, Quality of Education; Part 2, Spiritual, moral, social and cultural development of pupils; Part 3, Welfare, health and safety of pupils; and Part 4, Suitability of staff, supply staff and proprietors.
- The inspection was carried out without any notice.

Main findings

- The quality of education provided at the school is inadequate. The breadth of the curriculum is too narrow and the curriculum policy is not implemented effectively.
- Literacy and numeracy lessons take place throughout the week and there are some opportunities for pupils to participate in science lessons. However, teachers do not plan lessons to build on previous learning or take account of pupils' different starting points. The small amount of work seen in books was of a poor quality and showed a limited understanding of the subjects being taught. Most pupils make slow progress and more-able pupils are not being challenged.
- There are only occasional opportunities to learn about geography and history, which is taught through the Islamic curriculum. There are no outdoor play facilities. Pupils are taken to different local parks on an irregular basis for outdoor games. There were no plans to show how the school taught technological or creative subjects. A pupil in Year 1 explained to inspectors that he would 'go to hell' if he participated in music or dance.
- Personal, social and health education is taught through Islamic studies. This is mainly delivered in assemblies. There is no overall plan showing how this subject will be taught to different ages or classes. Pupils therefore repeat what they have already learnt and their progress and understanding about life in modern Britain is limited.
- The majority of lessons taught at the school focus on Islamic or Arabic studies. All pupils learn to recite religious texts by memory and repetition. Teachers adopt a similar teaching style in other lessons. As a result, not all pupils are motivated or develop positive attitudes towards their learning. In some classes there is considerable low-level disruption because pupils become bored and restless.
- There is no evidence to show how the school prepares pupils for the opportunities, responsibilities and experiences of later life. Opportunities for older pupils to take on posts of responsibility are not planned for. Play opportunities for very young pupils to model real-life experiences are not provided.
- Teachers are not able to assess the quality of work produced by pupils with any accuracy. Consequently, assessment information does not help teachers to plan further activities that are pitched at the correct level. As a result, many pupils underachieve because they repeat work they already know.
- The school effectively promotes the Islamic spiritual, moral, social and cultural development of pupils. This helps them to understand their own faith and culture well. Pupils participate in

prayer sessions at lunch time. Male teachers and boys make a daily visit to The East London Mosque. The girls are required to wait for their return before lessons can resume. Girls do not have equal opportunities and some learning time is lost.

- The school does not actively promote appreciation and understanding of other cultures. Extra-curricular activities are nearly all of an Islamic nature. There is no evidence to show how pupils learn about different faiths and cultures within modern Britain as part of a planned curriculum. Some pupils have only a limited understanding of public institutions and services in England. Pupils are not offered a balanced presentation of opposing views or actively encouraged to respect other people's opinions.
- Pupils are taught how to distinguish right from wrong but the high number of behaviour incidents recorded shows that they are not able to apply this knowledge.
- The school has not made effective arrangements for ensuring pupils are kept safe. For example, there is no overall policy which covers all the relevant health and safety laws. The building is in a state of disrepair and classrooms are cramped.
- The behaviour policy is not effectively implemented by all staff. Rewards and sanctions are not used in a consistent manner. Some members of staff show a lack of awareness about what to do when pupils misbehave. The anti-bullying policy does not include sufficient information about homophobic or cyber bullying. Pupils are not taught how to recognise and deal with different types of bullying as part of a planned programme of events or lessons.
- The school is not using the correct codes when recording absence, and attendance registers from last year have been lost.
- The school's safeguarding and child protection policies have not been updated to include the latest statutory guidance issued by the Department for Education.
- The school meets the standards in relation to suitability of staff, supply staff and proprietors. The single central register records evidence of identity checks, right to work in the United Kingdom, medical fitness and professional qualifications. References are taken up. Appropriate checks are made on all staff, including volunteers, before they start work at the school.

Compliance with regulatory requirements

The school must take action to meet The Education (Independent School Standards) (England) Regulations 2010, as amended, and associated requirements

Part 1: The quality of education

- Ensure that there is a written policy on the curriculum, supported by appropriate schemes of work, which is implemented effectively (paragraph 2(1)).
- Ensure that the curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2(2)(a)).
- Ensure that the subject matter taught is appropriate for the ages and aptitudes of pupils (paragraph 2(2)(b)).
- Ensure that pupils acquire speaking, listening, literacy and numeracy skills (paragraph 2(2)(c)).
- Ensure personal, social and health education reflects the school's aim and ethos (paragraph 2(2)(f)).
- Ensure all pupils have the opportunity to learn and make progress (paragraph 2(2)(i)).
- Ensure adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life (paragraph 2(2)(j)).
- Ensure teaching enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3(a)).
- Ensure teaching fosters in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves (paragraph 3(b)).
- Ensure teaching involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3(c)).

- Ensure teaching shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons (paragraph 3(d)).
- Ensure teaching demonstrates appropriate knowledge and understanding of the subject matter being taught (paragraph 3(e)).
- Ensure teaching utilises effectively classroom resources of an adequate quality, quantity and range (paragraph 3(f)).
- Ensure teaching demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraph 3(g)).
- Ensure teaching utilises effective strategies for managing behaviour and encouraging pupils to act responsibly (paragraph 3(h)).
- Ensure that there is a framework for pupil performance to be evaluated, by reference either to the school's own aims as provided to parents or national norms, or to both, is in place (paragraph 4).

Part 2: Spiritual, moral, social and cultural development of pupils

- Actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraph 5(a)).
- Actively promote principles which enable pupils to distinguish right from wrong and to respect the civil and criminal law of England (paragraph 5(b)(ii)).
- Actively promote principles which encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely (paragraph 5(b)(iii)).
- Actively promote principles which enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England (paragraph 5(b)(iv)).
- Actively promote principles which enable pupils to further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures (paragraph 5(b)(v)).
- Actively promote principles which enable pupils to encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (paragraph 5(b)(vi)).
- Actively promote principles which preclude the promotion of partisan political views in the teaching of any subject in the school (paragraph 5(c)).
- Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils while they are in attendance at the school; while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; and in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views (paragraph 5(d)(i), paragraph 5(d)(ii) and paragraph 5(d)(iii)).

Part 3: Welfare, health and safety of pupils

- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that such arrangements have regard for any guidance issued by the Secretary of State (paragraph 7(a) and paragraph 7(b)).
- Ensure that a written policy to promote good behaviour amongst pupils which sets out the sanctions to be adopted in the event of pupil misbehaviour is drawn up and effectively implemented (paragraph 9).
- Ensure that an effective anti-bullying strategy is drawn up and implemented (paragraph 10).
- Ensure that a written policy on compliance with relevant health and safety laws is drawn up and effectively implemented (paragraph 11).
- Ensure that an admissions and attendance register is maintained in accordance with the Education (Pupil Registration)(England)regulations 2006 (Paragraph 17).

Inspection team

Lesley Cox, Lead inspector

Her Majesty's Inspector

Joanna Hall

Her Majesty's Inspector

Information about this school

- The East London Islamic School is a small primary school. Pupils are currently taught in three mixed-year classes.
- The school opened in January 2013 and was first inspected in September 2013, when its overall effectiveness was judged to be adequate.
- The school moved to its current premises in September 2014. The Al Ameem Nursery continues to share the same site and management as the primary school. This is inspected separately from the school.
- All pupils come from Muslim backgrounds. Most speak English as a first language. There are no pupils who have been identified as having special educational needs.
- The school teaches Arabic, Islamic and Qur'anic studies. Some national curriculum subjects, including literacy and numeracy, are also taught.

School details

Unique reference number	139216
Inspection number	453161
DfE registration number	211/6004

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 162A of the Education Act 2002, as inserted by schedule 8 of the Education Act 2005.

Type of school	Independent primary school
School status	Independent school
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	35
Number of part time pupils	0
Proprietor	Hameed Shaiju Puthumanakkal
Chair	Hameed Shaiju Puthumanakkal
Headteacher	Hameed Shaiju Puthumanakkal
Date of previous school inspection	17–19 September 2013
Annual fees (day pupils)	£2,600 per annum
Telephone number	020 7092 9796
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