

East London Islamic School

59-66 Greenfield Road, London, E1 1EJ

Inspection dates 10–11 March 2015

Overall outcome **Independent school standards not met**

Context of the inspection

- This unannounced progress monitoring inspection was undertaken at the request of the Department for Education, the registration authority for independent schools.
- The school's last inspection was an unannounced emergency inspection on 16 October 2014 to assess the school's compliance with all the independent school standards 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. At the time of the monitoring inspection, the October 2014 inspection report was not available on the school's website.
- At the time of that inspection, the school met all the standards in Part 4. However, almost all of the independent school standards in Parts 1 and 2 were not met. There were four unmet standards in Part 3.
- The school submitted a plan detailing the actions it intended to take in order to address the independent school standards it failed to meet.
- The action plan was evaluated in January 2015 and found to require improvement.
- This present progress monitoring inspection checked the progress the school has made in implementing its action plan with regard to the failed regulations identified at the time of the emergency inspection in October 2014 in Parts 1, 2 and 3.

Main findings

Curriculum

- The previous emergency inspection, in October 2014, found that teachers used generic schemes of work, not matched to the context of the school. There were too few opportunities for pupils to study scientific, technological, physical, and aesthetic and creative education. Teachers did not take pupils' previous learning or starting points into account. There were no outdoor play facilities.
- In its action plan the school indicated that it would review the curriculum policy and schemes of work to provide teaching and learning in all the required seven areas of experience. It proposed training for teachers so that they could plan activities to meet the needs and abilities of all pupils.
- This progress monitoring inspection found that the school had implemented part of its action plan. The curriculum plan and schemes of work have been updated. Pupils study a much broader range of subjects, including personal, social and health education (PSHE), religious education (RE), art, drama, information and communication technology (ICT) and music.
- Nonetheless, pupils do not have enough opportunities to develop enquiry skills in history, geography and science. There is insufficient time allocated to these subjects. Furthermore, teachers have not had enough professional support and training to be sufficiently skilled in order to plan and deliver activities which are pitched at the right level of difficulty for all ability groups. Too often, pupils complete the same activity irrespective of their understanding and level of ability. There are still no outdoor play facilities. The school still does not meet this standard

relating to the curriculum.

Teaching and assessment

- The emergency inspection in October found that the teaching of literacy and numeracy skills was weak. Pupils demonstrated a limited understanding of these subjects. The school action plan identified a single training session to be provided for teachers.
- This progress monitoring inspection confirmed that teachers have received minimal training. Observations and work in pupils' books show that their literacy and numeracy skills remain weak, particularly in writing. Teachers do not have enough knowledge of how to teach basic literacy and numeracy skills systematically, so that activities build on what pupils know and can do. Given this limitation, together with too few opportunities for pupils to develop enquiry skills in science, history and geography, the school still does not meet this standard.
- In the previous emergency inspection in October, inspectors found that PSHE was taught through Islamic studies. Pupils' work in this area was not well planned or accurately assessed. As a result, most pupils made limited progress. The school's action plan outlined new PSHE schemes of work for all year groups. It identified the introduction of themed assemblies, incorporating topics to promote pupils' spiritual, moral, social and cultural development.
- This progress monitoring inspection confirms that the school has implemented this aspect of its action plan. The planning for PSHE now reflects the school's aims, including a British values statement, all outlined in a scheme of work. Pupils explore and learn about key issues, including tolerance and respect for all groups of people, through assemblies, circle time and in PSHE lessons. They are able to make the right decisions. The school now meets this standard.
- The emergency inspection in October found that pupils were not making the progress of which they were capable, particularly the most able pupils. Teachers did not assess pupils' work accurately. As a result, learning did not proceed at a fast enough pace. The school's action plan indicated that the assessment policy has been updated and that a new assessment system to track pupil progress had been implemented.
- This progress monitoring inspection found that, although the school has implemented a new system for assessing and tracking pupil progress, assessments are inaccurate and over-generous. As a result, it is difficult for the school to know how well pupils are achieving. Work in pupils' books demonstrates slow progress in both literacy and mathematics for all ability groups, including the most able pupils. The school still does not meet this standard.
- The emergency inspection in October found no evidence of how the school prepared pupils adequately for adult life. The school's action plan identified a number of strategies for pupils to experience leadership roles. These included pupils democratically voting for school councillors, appointing a head boy and girl, and opportunities for older pupils to carry out responsibilities in school and further afield.
- This inspection found that there are now opportunities for pupils to take on more responsibilities, as detailed above, as well as working in the community and beyond. Pupils raise funds for several charities and volunteer to clean their local neighbourhood streets, a project which they recently completed. The school now meets this standard.
- The emergency inspection in October found that pupils did not make progress according to their ability because their performance was not evaluated against national norms. Many pupils were underachieving because they were repeating work that they could already do.
- The school's action plan identified the provision of professional support and development for all teachers, to improve their planning, in order to better meet the needs and abilities of all pupils, following the proposed appointment of a school improvement partner in January 2015.
- At the time of this progress monitoring inspection, the school had yet to appoint a school improvement partner. Assessments are inaccurate and do not provide teachers with the information they need to set work at the right level of difficulty. The standard is still not met.
- At the time of the emergency inspection in October, teachers were overly directive, preventing pupils to think and learn for themselves. The action plan identified several strategies, including better planning for different abilities and setting pupil targets, to secure greater engagement in

their learning.

- This inspection established that, although teachers are planning different activities for different ability groups, in practice all pupils too often undertake the same work. This does not challenge them to think hard. Pupils are not always motivated or keen to do their best. Their learning slows down because they have to wait to be told by their teachers what to do next. This standard for the quality of teaching is still unmet.
- The emergency inspection found that classrooms were cramped and poorly presented. ICT was not used to support learning. The school action plan proposed significant investment in ICT equipment.
- The inspection found the school has implemented much of its action plan in this area. There is sufficient ICT equipment, including six new computers, laptops and interactive whiteboards. The learning environment is more inviting, and promotes British values and celebrates pupils' work well. However, pupils do not have enough equipment to solve problems practically in mathematics or to investigate scientifically. This standard is still not met.
- The emergency inspection in October found that there was no effective assessment framework in place. Teachers did not use assessment to inform their planning. The school's action plan stated that there was a new assessment framework in place, whereby pupils would be given feedback on their work.
- This inspection found that the school has implemented a new assessment procedure. However, assessments are inaccurate, as they have not been moderated externally. Written feedback is of poor quality as it does not pinpoint well enough what pupils have done well and what they need to do next. The standard is still not met.
- The emergency inspection found that not all teachers used effective strategies for managing pupils' behaviour. Some pupils were unable to act responsibly, as indicated by the high number of incidents in the behaviour log. The school's action plan indicated that improved planning and a better match of activities to all abilities would secure better engagement of pupils. It identified a new behaviour policy and strategies to promote good behaviour
- This inspection found that the new behaviour policy is being implemented well in lessons. The number of incidents has decreased significantly. Sanctions and rewards are agreed with pupils, and at the start of each academic year are displayed in classrooms. The policy outlines incremental sanctions, based on a 'traffic light' system, and identifies specific rewards for good behaviour, including letters home to parents and carers, which are displayed in school.
- Nonetheless, teachers do not apply positive behaviour management strategies in whole-school situations, such as at prayer time and assemblies. Those pupils who cannot or do not wish to be involved in these activities are allowed to wander around or to show a lack of respect for younger pupils. Teachers often resort to shouting at pupils. The standard is still not met.
- The emergency inspection found that there was no framework for measuring pupil performance. The school's action plan states that Year 6 will be entered for national tests. The school intends to use optional tests for other year groups. In the action plan, there is no reference to pupils' starting points and the progress pupils are expected to make. Targets set for attainment are often below the expected level.
- This inspection found that all members of staff do not know what the national expectations are for progress across a key stage. This means that the school's expectations are often too low and pupils make inadequate progress. The school does not meet this standard.

Spiritual, moral, social and cultural development

- The emergency inspection in October found that fundamental British values were not promoted. Pupils had a limited understanding of others' views and opinions. The school action plan indicated that a new curriculum statement had been agreed by all staff. British values had been incorporated into the curriculum and taught explicitly in PSHE and citizenship. A variety of trips had been planned.
- This inspection established that the plans for PSHE and citizenship, as well as those for religious education, have been implemented effectively. Discussions with pupils confirmed that they now have a better understanding of fundamental British values. They talked animatedly about

learning about different religions and cultures. They said that they had enjoyed their visits to different places of worship, and showed curiosity, tolerance and respect for differences between their own religion and others. The school now meets this standard.

- The emergency inspection found that pupils were taught right from wrong, but the high number of incidents showed that some were not able to apply this knowledge. The school's action plan identified that school assemblies would be planned to reinforce the school's expectations. Other strategies include circle time to enable pupils to reflect on their conduct.
- This inspection confirmed that the school has made some progress towards meeting this standard. There has been a significant reduction of behaviour incidents. Pupils have time to explore moral issues through circle time and in assemblies. They have opportunities to explore and understand common and civil law, including their own religious law, through visits and visitors. However, there is still a small minority of older pupils who make the wrong decisions in whole-school situations and are not effective role models for the younger pupils. The school still does not meet this standard.
- The emergency inspection in October found no evidence of how pupils were encouraged to accept responsibility for their behaviour and to contribute positively to the local and wider community. The school's action plan identified a range of strategies to promote pupils' personal development, including exploring themes during circle time and learning about topics in the new religious education and PSHE curriculum.
- This inspection found that pupils are encouraged to behave well and to reflect and learn from their mistakes. Pupils make a positive contribution to school life through decisions made by the school council. Pupils contribute positively to the lives of others, for example through fundraising. However, some older pupils choose not to behave well. The school still does not meet this standard.
- The emergency inspection in October found that pupils have a limited understanding of public institutions and services in England. The school's action plan proposed a range of trips, visits and visitors, as well as a new PSHE programme.
- This inspection confirmed that, through planned visits to relevant places of interest such as the Houses of Parliament, the local library, and visits from the police and fire service, pupils now have a better understanding of public institutions and services in England. The school now meets this standard.
- The emergency inspection found no evidence of how the school actively promoted principles which enabled pupils to develop further tolerance and harmony between different cultural traditions. The school's action plan stated that other cultures had been incorporated into Islamic studies and religious education lessons. There were to be curriculum enrichment days to learn about democracy, helping others, and cultural awareness.
- The inspection confirmed that the school has made sure that pupils have a better appreciation of different cultures. Pupils now have opportunities to explore different cultural traditions through drama, religious education, PSHE, art and through planned visits. They display tolerance and respect. The school now meets this standard.
- The emergency inspection in October found little evidence of how the school encouraged respect for other people. Girls did not have the same learning opportunities as boys. The school's action plan proposed a new 'equal opportunity for all' statement to be incorporated into the curriculum policy. There was to be an adjustment in the timetable to make sure that girls have equality of opportunity.
- This inspection has established the school's fresh commitment to equality. Girls no longer have to wait for the boys to return from their prayers at the local mosque. All pupils pray together and have the same learning time. The school now meets this standard.
- The emergency inspection found no evidence that the school was actively promoting principles which preclude the promotion of partisan political views in the teaching of any subject in the school, or while pupils were taking part in extra-curricular activities.
- The school's action plan proposed that staff now knew that it was part of their role and responsibility to prevent extremism and radicalisation. Staff were said to have received 'Prevent' training. All visitors were to be thoroughly vetted. The school's action plan proposed a 'visiting

guest speakers' policy, signed by all speakers. The content of their presentation was to be checked. Policies had been updated to make sure pupils were safe from extremist and radical viewpoints.

- The inspection confirmed a raised awareness of this issue through staff training. The school has implemented its 'visiting guest speakers' policy and has ensured that any speakers are vetted. There is a whole-school commitment to ensure that partisan political views are not promoted. This standard is now met.

Welfare, health and safety

- The emergency inspection, in October 2014, found that the school's safeguarding policy and child protection policies had not been updated in line with the latest statutory guidance issued by the Department for Education. In its action plan, the school proposed a number of relevant strategies.
- This inspection confirmed the actions had been undertaken. Safeguarding is now given a higher priority. All staff have received recent up-to-date training. The safeguarding policy has been updated and is on the school's website. However, as the headteacher is also both the Chair of the Governing Body and the Proprietor, the policy should explain clearly what procedures should be followed should an allegation be made against him. It does not, and therefore this standard is not met.
- The emergency inspection found that the school's behaviour policy did not promote good behaviour amongst pupils and did not set out the sanctions to be adopted in the event of pupils misbehaving. The school's action plan indicates that the behaviour policy had been reviewed and revised.
- This inspection found that the behaviour policy has been reviewed and now outlines clear incremental sanctions and rewards. As a result, the number of behaviour incidents has reduced significantly this year. Teachers consistently apply the behaviour policy in lessons and there is a clear focus on promoting positive behaviour. Pupils' behaviour has improved when pupils are in class. However, a small minority of pupils are not managed well enough in whole-school situations, such as at prayer time and assemblies. Adults do not have effective behaviour management strategies and resort to shouting at pupils when they fail to comply with school rules. As a result, the school still does not meet this standard.
- The emergency inspection found that the anti-bullying policy did not provide sufficient detail on all types of bullying, including homophobic and cyber bullying. It was not implemented effectively. In its action plan, the school proposed that this policy would be reviewed and updated. Other strategies to raise pupils' awareness of bullying and how to keep themselves safe were itemised, including a nominated member of staff serving as an anti-bullying officer and a pupil nominated as an anti-bullying champion.
- The present inspection found that this policy includes all the requirements and is implemented well. Pupils and staff regularly discuss any issues, including at circle time, and there is an anti-bullying week. Pupils have a better understanding of what constitutes bullying behaviour, the different types of bullying, and how to keep themselves safe, including on the internet. Behaviour logs confirmed the pupils' statements, that there have been no recent incidents of bullying. This standard is now met.
- The emergency inspection found that the school did not have a policy on compliance with relevant health and safety laws and aspects of health and safety provision were not implemented effectively, including making risk assessments for activities in school and for visits. Staff had not had the required training.
- The school's action plan specified that a health and safety policy had been written. Relevant staff had received training. Risk assessments were said to have been completed, including those for educational visits.
- This inspection established that the school has taken all the above required actions and this standard is now met.
- The emergency inspection in October found that the admission register did not contain all of the required details and missing information had not been followed up adequately.

- The inspection confirmed that the admission register now conforms to all requirements. This standard is now met.

Quality of leadership and management

- Although the proprietor, who is also the headteacher, has made sure that more of the independent school standards are now met since the previous emergency inspection, there remains a significant number of unmet regulations. This means that the school does not meet the standards for the quality of leadership and management.

Compliance with regulatory requirements

The school must take action to meet The Education (Independent School Standards) Regulations 2014 and associated requirement.

- The proprietor must ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for matters specified in sub-paragraph (2) is drawn up and implemented effectively (paragraphs 2(1), 2(1)(a)).
- The proprietor must ensure that the subject matter taught is appropriate for the ages and aptitudes of pupils (paragraph 2(1)(b)(i)).
- The proprietor must ensure that the curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraphs 2(2), 2(2)(a)).
- The proprietor must ensure that pupils acquire speaking, listening, literacy and numeracy skills (paragraph 2(2)(b)).
- The proprietor must ensure that all pupils have the opportunity to learn and make progress (paragraph 2(2)(h)).
- The proprietor must ensure that 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 (paragraphs 3, 3(a)).
- The proprietor must ensure that teaching fosters in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for them (paragraph 3(b)).
- The proprietor must ensure that teaching involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3(c)).
- The proprietor must ensure that 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)).
- The proprietor must ensure that teaching demonstrates appropriate knowledge and understanding of the subject matter being taught (paragraph 3(e)).
- The proprietor must ensure that teaching utilises effectively classroom resources of an adequate quality, quantity and range (paragraph 3(f)).
- The proprietor must ensure that 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)).
- The proprietor must ensure that teaching utilises effective strategies for managing behaviour and encouraging pupils to act responsibly (paragraph 3(h)).
- The proprietor must 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).
- The proprietor must ensure that pupils are able to distinguish between right from wrong and to respect the civil and criminal law of England (paragraphs 5, 5(b)(ii)).
- The proprietor must ensure that pupils are able 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)).

- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of students at the school and that such arrangements have regard to any guidance issued by the Secretary of State (paragraphs 7, 7(a), 7(b)).
- The proprietor must ensure that there is 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 (paragraphs 9, 9(a), 9(b)).
- The proprietor must ensure that a suitable outdoor space is provided in order to enable pupils to play outside (paragraphs 29(1), 29(1)(b)).
- The proprietor must ensure that particulars of the arrangements for meeting the standard contained in paragraph 7 (as above) are published on the school's internet website or, where no such website exists, are provided to parents on request (paragraph 32(1) (c)).
- The proprietor must ensure that a copy of the report of the inspection is published and maintained on the school's internet website (paragraph 32 (1) (d)).
- The proprietor must ensure that that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent schools standards are met consistently and ensure that leaders fulfil their responsibilities effectively so that the independent school standards are met (paragraphs 34(1), 34(1)(a), 34(1)(b)).

Inspection team

Mary Hinds, Lead inspector

Her Majesty's Inspector

Information about this school

- East London Islamic School is a small primary school. There are currently 43 full-time pupils on roll who are taught in three mixed-aged year groups.
- All pupils are from Muslim backgrounds. Almost all speak English as a first language, as well as being fluent in Arabic. There are no pupils who have been identified as having special educational needs.
- The school moved to its current premises in September 2014. There is no registered early years provision.
- The school teaches Arabic, Islamic and Qur'anic studies. Some National Curriculum subjects, including literacy and numeracy, are also taught.
- The school's aim is to 'aspire to be nothing short of excellent in all aspects of school life and to work hard to nurture and produce a generation that contributes positively to the wider community'.
- The school opened in January 2013. At the time of the school's first full inspection, in September 2013, its overall effectiveness was judged to be adequate. All the independent school standards were met.
- An emergency inspection to the school was undertaken by two of her Majesty's Inspectors in October 2014 at the request of the Department for Education. A copy of this report was published on the Ofsted website.

School details

Unique reference number	139216
Inspection number	463631
DfE registration number	211/6004
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	43
Number of part time pupils	0
Proprietor	Hameed Shaiju Puthumanakkal
Chair	Hameed Shaiju Puthumanakkal
Headteacher	Hameed Shaiju Puthumanakkal
Date of previous school inspection	16–17 October
Annual fees (day pupils)	£2,600 per annum
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