

# Noor Ul Islam Primary School

13 October 2016

135, Dawlish Road, Leyton, London E10 6QW

## Overall outcome

**The school meets all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

#### *Paragraph 3(d)*

- At the emergency inspection in September 2015, teachers failed to consider pupils' skills and prior knowledge when planning lessons. Consequently, some pupils found their work too easy and others found it too difficult. Therefore, this standard was not met.
- The headteacher planned a number of actions in order to facilitate improvements – for instance, termly meetings with teachers to review pupils' progress across the ability range.
- In February 2016, Ofsted evaluated the school's action plan and concluded that the proposed actions were likely to meet this standard.
- Leaders, including governors, now monitor teaching and learning regularly and review areas for improvement systematically.
- Teachers use assessment information to plan work that challenges pupils more consistently. Pupils told the inspector that they are able to choose different tasks from work set by their teacher.
- During the inspection, pupils' books showed work set with appropriate challenge, including 'help' sheets to support less-able learners.
- Additionally, pupils' work demonstrates that they make sufficient gains in their knowledge across a range of subjects, including science. Pupils attain well. In the 2016 national assessments, high proportions of Year 6 pupils reached or exceeded the expected standards in reading, writing and mathematics.
- Parents spoke highly of the individual support that their child receives from their teachers. One parent said, 'Teachers know my child and set work which matches their needs.'
- The standards in relation to the quality of education are now met.

### Part 2. Spiritual, moral, social and cultural development of pupils

#### *Paragraph 5(b)(iv), 5(b)(vi) and 5(c)*

- In September 2015, pupils did not know enough about public institutions in England. There was no clear policy to promote respect for people with protected characteristics, as required by the Equality Act 2010. Additionally, teaching did not preclude the promotion of partisan political views in a number of subjects.
- The school's action plan stated that teachers would facilitate pupils' social, moral, spiritual and cultural development through enrichment topics across the curriculum.

- During the inspection, teachers told the inspector that consolidating these enrichment topics helped their planning. Teachers give pupils a range of opportunities to experience different faiths and cultures, including trips to public institutions. School displays show pupils visiting the Houses of Parliament and 'dressing up' as royalty. These activities ensure that pupils acquire a secure understanding of civic duties and an understanding of lifestyles different from their own.
- Pupils have an excellent understanding of modern British values because leaders have included this into much of their learning. For example, the recent school council elections provoked the teaching of democracy in a personal and social education lesson.
- In a recent learning activity, Year 6 pupils completed a survey raising their awareness of people with protected characteristics. Some pupils reported that this helped them to be more respectful and tolerant of others.
- Pupils are knowledgeable and have a balanced view about the issues surrounding Britain's exit from the European Union.
- The school prevents the promotion of partisan political views in the teaching of any subject in the school.
- The proprietor and senior leaders took the necessary action to meet the previously unmet standards.
- The standards in relation to the spiritual, moral, social and cultural development of pupils are now met.

### Part 3. Welfare, health and safety of pupils

#### *Paragraph 7(a) and 7(b)*

- The emergency inspection found that the arrangements to safeguard, monitor and promote the welfare of pupils were not robust.
- Leaders' planned actions did not fully address the concerns raised in the emergency inspection report. Therefore, the school's planned actions to rectify the weaknesses required improvement
- Leaders have now addressed effectively the safeguarding issues identified in September 2015.
- Leaders and governors check carefully that the school's safeguarding arrangements are in place and are quick to modify procedures when necessary. For example, the revised pre-employment checklist is robust and procedures ensure that all staff are suitable to work with children.
- Staff have undertaken child protection training. They understand safeguarding procedures and are aware of their responsibility to promote pupils' welfare. Staff's attendance at appropriate training programmes are recorded on the school's website.
- Pupils told the inspector that they feel safe in school. Parents are overwhelmingly positive about the day-to-day procedures that make the school a safe environment for everyone.
- A copy of the safeguarding policy is on the school's website and takes into account current government requirements.
- Leaders have established a culture where pupils' safety is a collaborative responsibility involving all stakeholders, including parents and carers.

### *Paragraph 11*

- In September 2015, the school's written health and safety policy was not implemented effectively. Annual safety checks were not carried out at the stated time or the administration of such checks was disorganised.
- The evaluation of the school's action plan concluded that the proposed actions were likely to meet this standard. However, the action plan failed to include steps as to how the policy changes were to be communicated to staff.
- Appropriate action has now been taken to remedy any safety weakness and this standard is now met. The revised health and safety policy is being implemented effectively, particularly with regard to safety on the school's site.
- Leaders routinely assess the environment for hazards. Maintenance logs provide timely safety checks to specific areas of the school's site. Leaders ensure that fire alarm systems are checked each week and other equipment is checked regularly. Leaders have rectified the fire door defect identified at the last inspection.
- The school's health and safety policy is accessible to all staff via the school's website and new staff receive a copy as part of their induction process.

### *Paragraph 15*

- At the emergency inspection, the admission and attendance registers were not kept in line with regulations. The admission register did not show the precise destinations of pupils who had left the school. Moreover, school leaders failed to let the local authority know about pupils who were being home educated.
- The school's action plan stated that school leaders intended to take appropriate action to address the issues from the previous inspection.
- Admission and attendance registers are now highly maintained in accordance with statutory guidelines. This is a particular strength of the school and this standard is now met.
- Leaders ensure that they accurately record pupils' attendance and absences. Registers are up to date and well kept.
- Strict systems are now in place to track children after they have left the school. School leaders follow up these pupils with great diligence, including notifying the local authority where relevant, for example when pupils are home tutored. There are clear audit trails of pupils' destinations and all are accounted for.

### *Paragraph 16(a) and 16(b)*

- In September 2016 inspectors found that leaders did not routinely assess the environment for hazards. Additionally, risk assessments were poor. In the school's action plan, leaders undertook to review the risk assessment policy and share the information with staff.
- Leaders have taken suitable action to remedy all weaknesses.
- The school has a suitable policy for conducting risk assessments, including clear guidance on what is expected and the proposed actions to reduce further risks.
- Risk assessments are in place for all routine visits to off-site venues. There is a standard pro-forma, which provides a robust pre-visit checklist. The safety aspects of each trip are reviewed afterwards. For example, school leaders review and assess the risks associated with pupils' visits to the local park and a leisure centre.
- A committee of the governing body monitors risk assessments often and effectively. As a result, leaders are able to identify defects regularly and rectify them.
- The standards in relation to welfare, health and safety of pupils are met.

#### Part 4. Suitability of staff, supply staff, and proprietors

##### *Paragraph 18(2)(c)(iv) and 18(2)(d)*

- The emergency inspection found that the school's vetting procedures were not robust. Leaders did not ensure that they undertook necessary checks before staff commenced employment. As a result, the arrangements for safeguarding and promoting the welfare of pupils were not secure.
- The school's action plan stated that school leaders intended to review the school's recruitment process. This was to include verifying qualifications, evidence of references and enhanced checks on records from the Disclosure and Barring Service (DBS) for teachers prior to their appointment. The single central record was to be updated to record such checks.
- During this inspection, the inspector scrutinised the school's single central record and found that it complied with all requirements. Therefore the school's vetting procedures are robust.
- The standards in relation to suitability of staff, supply staff and proprietors are met.

#### Part 5. Premises of and accommodation at schools

##### *Paragraph 24(1)(a) and 24(1)(b)*

- In September 2015, the medical examination and treatment facility was unsuitable.
- The school's action plan stated that leaders intended to relocate the medical room from the administration office to a new room that was purpose-built.
- The school now has suitable accommodation to assist with the medical needs of pupils if they require treatment or rest when injured. The medical room has all the necessary amenities, including running water and a bed. The room also has easy access to toilets.
- The standards in relation to premises of and accommodation at schools are met.

#### Part 8. Quality of leadership in and management of schools

##### *Paragraph 34(1)(a), 34(1)(b) and 34(1)(c)*

- The emergency inspection found that governors and trustees did not fulfil their responsibilities effectively during a period of high leadership mobility. In addition, governors and trustees did not monitor the school's work effectively, and this placed pupils at risk of harm.
- The school's action plan stated that leaders intended to develop systems to ensure regular checking of the school's policies and procedures to ensure compliance. Governors planned to attend training to develop their expertise of the independent school standards and to know how best to challenge the headteacher.
- The school's action plan, for this part, was judged as requiring improvement.
- Leaders and governors took effective and swift action to address each unmet standard. Consequently, all part 8 standards are now met.
- The cohesive leadership team has an excellent knowledge and understanding of their individual roles and responsibilities. Governors provide senior leaders with appropriate challenge where they feel that the improvement in the school's provision is not fast or effective enough.
- Leaders have refined the systems by which they regularly check the quality of education, the safety of the school's environment and the welfare of their pupils. These systems enable leaders to have a sharper focus on monitoring and fulfilling

their responsibilities effectively, so that the independent school standards are met consistently.

- Administrative activity now has an appropriate focus on pupils' welfare. For example, during this inspection, the information requested was readily available. The admission register and single central record are meticulously kept.
- The maintenance of efficient procedures to safeguard pupils and the school working closely with the local authority ensures that pupils' well-being take a high priority.
- The standards in relation to the quality of leadership and management of schools are met.

#### Schedule 10 of the Equality Act 2010

- The school meets the requirements of the Equality Act 2010 as an accessibility plan is in place.

## **Compliance with regulatory requirements**

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### **The school now meets the following independent school standards**

- 3(d)
- 5(b)(iv), 5(b)(vi) and 5(c)
- 7(a), 7(b), 11, 15, 16(a) and 16(b)
- 18(2)(c)(iv) and 18(2)(d)
- 24(1)(a) and 24(1)(b)
- 34(1)(a), 34(1)(b) and 34(1)(c).

## School details

Unique reference number	133517
DfE registration number	320/6061
Inspection number	10020468

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

Type of school	Islamic day school
School status	Independent school
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	165
Number of part-time pupils	0
Proprietor	Mr Yusuf Hansa
Chair	Mr Yusuf Hansa
Headteacher	Majid Ishaque
Annual fees (day pupils)	£3,200
Telephone number	020 8558 0786
Website	<a href="http://www.noorulislam.org.uk">www.noorulislam.org.uk</a>
Email address	<a href="mailto:primary.school@noorulislam.org.uk">primary.school@noorulislam.org.uk</a>
Date of previous standard inspection	10 September 2015

## Information about this school

- Noor Ul Islam Primary School is an independent, Islamic day school situated in the London borough of Waltham Forest.
- The school opened in 2001, providing full-time education for girls and boys from the ages of four to 11 years.
- The school is registered for up to 170 pupils. At the time of this inspection, there were 165 pupils on roll, including 25 children in the early years foundation stage.
- Pupils have Pakistani, Bangladeshi, Mauritian and Algerian heritages. Most pupils are bilingual or multilingual.
- The governing body represent members of the local community, parents, staff and the Noor Ul Islam Trust.
- A 'light-touch' inspection of the school was conducted in May 2011. An emergency inspection took place in September 2015, without notice, when a number of independent school standards were not met. The school was required to submit an action plan in January 2016 to the Department for Education (DfE). Both inspections resulted in a published report.
- There are no significant changes to the leadership structure since the previous inspection.
- Teaching is a combination of Islamic studies and most aspects of the national curriculum.
- The school aims to 'inspire students to achieve excellence in Islamic conduct and personality, to ensure they achieve their academic potential and to develop each child to be an ambassador of Islam contributing to and serving the wider community.'



## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- Following the receipt of the school's action plan in January 2016, Ofsted carried out an evaluation of the action plan in February 2016. The action plan required improvement.
- This is the school's first progress monitoring inspection.
- During this inspection, the inspector observed a range of teaching jointly with the headteacher. During visits to lessons, the inspector looked at the quality of work in pupils' books and spoke to teachers and teaching assistants.
- Meetings were held with five governors, the headteacher and deputy headteacher, teachers and parents.
- The inspector also met with a group of pupils and discussed with them their views of the school and their learning experiences.
- The inspector checked a range of documents and also reviewed the checks made on the suitability of staff to work with children.

## Inspection team

Rosemarie McCarthy, lead inspector

Ofsted Inspector

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