

Eton Community School

Eton Community Centre, Oxford Road, Ilford, Essex IG1 2XG

Inspection dates

20 April 2017

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

Paragraphs 2(1), 2(1)(a), 2(2)(a), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e) and 3(g)

- The previous inspection found that teachers had started to use different schemes of work to support the planning of teaching in all subjects. As the use of these new plans was very recent, it was too early to judge whether they were implemented effectively and whether pupils were given sufficient experience in all the areas of learning and fully prepared for the opportunities, responsibilities and experiences of life in British society. The school had also started to implement a new system to assess pupils' progress, and investment had been made in new classroom resources. While these changes to the curriculum, teaching and assessment were positive, their impact was yet to be seen.
- The school's action plan reiterates the intended use of new planning documents and resources to support the curriculum. It states that the new assessment system is tracking pupils' progress effectively and that a new personal, social, health and economic (PSHE) education programme is in place that will develop pupils' 'broad understanding of other faiths'. It also states that teachers have had training on planning for and assessing pupils of different abilities. However, the action plan lacks detail, measurable success criteria and realistic timescales.
- This inspection found that the curriculum plans have now been implemented in all subjects, which cover all the required areas of learning. Teachers have developed a consistent and effective approach to long-, medium- and short-term planning. As a result, all pupils have the opportunity to make progress and are doing so in all areas of the curriculum.
- The school's personal, social, health and economic (PSHE) education programme ensures that pupils are knowledgeable about fundamental British values and the protected characteristics, as identified in the Equality Act 2010. Pupils' books and classroom displays convey their learning about a range of religions and, since the previous inspection, pupils have visited a church, a Hindu temple and a gurdwara. Pupils spoke confidently to the inspector about their understanding of difference, respect and tolerance; a reflection of the school's positive work in effectively preparing them for life in British society.
- Teaching at the school now meets the previously unmet standards thanks to a range of

training, role-modelling from the deputy headteacher and a more consistent and thorough range of monitoring activity from the school's leaders. Lessons are consistently well planned and based on a clear understanding of pupils' needs. Teaching in all subjects now enables all pupils to make progress. Leaders have also visited good and outstanding schools for advice and support. They disseminate their findings, as well as provide training in relation to subject knowledge and assessment, to teachers during the weekly staff training afternoons.

- Pupils are now assessed in all subject areas using an evidence-based system and national curriculum levels. Pupils' work is now assessed regularly and thoroughly, and used to inform teachers' planning, which in turn facilitates pupils' progress.
- As a result, the standards in this part are now met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a) and 7(b)

- The previous inspection found that while leaders knew about the latest guidance issued by the Secretary of State in 'Keeping children safe in education' (September 2016), they had not ensured that their safeguarding policy reflected this guidance or trained staff on its content.
- The school's action plan did not adequately outline appropriate actions to meet the standards in this part.
- This inspection found that the school's safeguarding policy now takes account of the latest statutory guidance and is available on the school's new website. Leaders have undertaken enhanced safeguarding training, including in relation to the 'Prevent' duty, in both October and November 2016. They have trained all the school's staff accordingly, and now disseminate updates regularly and check staff members' understanding of national and school policies and procedures using quizzes. Leaders' appropriate and effective actions have ensured that there is now a far more robust safeguarding culture in the school.
- As a result, the standards in this part are now met.

Part 8. Quality of leadership in and management of schools

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

- At the previous inspection, leaders had worked hard to begin to remedy the failures identified at the full standard inspection in February 2016. The deputy headteacher's work on overhauling the school's curriculum and assessment system was positive, but the changes were recent and yet to have tangible impact on pupils' learning and progress.
- Despite submitting an action plan that lacked rigour, this inspection confirmed that leaders have taken effective action to improve the curriculum, teaching and assessment. Consequently, pupils are now learning well in all subjects.
- Leaders have also taken appropriate action to resolve safeguarding concerns.
- At the request of the Department for Education, this inspection also considered the school's admissions policy and accessibility plan. Leaders acknowledged that some of the wording in the policy and plan was too vague and amended it immediately during the

inspection. However, the inspection confirmed, as was the case at the last progress monitoring inspection in September 2016, that the school is committed to preparing for admissions from pupils who have special educational needs and/or disabilities and to making reasonable adjustments in the event of such a pupil being admitted. In terms of physical access, the two remaining areas of the school which are not accessible to users who have physical disabilities will be accessible by September 2017, as ramps are being installed. Leaders have also ensured that funding is available to make further reasonable adjustments in the future, as necessary.

- As a result, the standards in this part are now met because the proprietor/headteacher and the deputy headteacher have worked diligently to ensure that the unmet independent school standards are now met consistently and that the well-being of pupils is actively promoted.

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

- Ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, is drawn up and implemented effectively (paragraph 2(1)(a)).
- Ensure that the written policy, plans and schemes of work provide full-time supervised education for pupils of compulsory school age, which gives pupils experience of linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2(2)(a)).
- Ensure that all pupils have the opportunity to learn and make progress (paragraph 2(2)(h)).
- Ensure that the curriculum provides adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life (paragraph 2(2)(i)).
- Ensure that teaching at the school enables pupils to acquire new knowledge and make good progress according to their ability so they increase their understanding and develop their skills in the subjects taught (paragraph 3, 3(a)).
- Ensure that teaching at the school fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves (paragraph 3, 3(b)).
- Ensure that teaching at the school involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3, 3(c)).
- Ensure that teaching at the school shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons (paragraph 3, 3(d)).
- Ensure that teaching at the school demonstrates good knowledge and understanding of the subject matter being taught (paragraph 3, 3(e)).
- Ensure that teaching at the school 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, 3(g)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school, and have regard to guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b)).
- Ensure that those with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; that they fulfil their responsibilities effectively so that the independent school standards are met consistently; and that they actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

School Details

Unique reference number	136004
DfE registration number	317/6079
Inspection number	10034051

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	Muslim day school
School status	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	48
Number of part-time pupils	16
Proprietor	Sophie Rahman
Headteacher	Sophie Rahman
Annual fees (day pupils)	£2,400
Telephone number	020 8478 1147
Website	www.etoncs.co.uk
Email address	admin@etoncs.co.uk
Date of previous standard inspection	9–11 February 2016

Information about this school

- Eton Community School (formerly Ad-Deen Primary School) is an independent Islamic primary day school for boys and girls between the ages of three and 11. The school currently only caters for children in the Nursery and Reception class, and pupils in Years 1, 2, 3 and 4. The school rents part of a community centre in Ilford, Essex.
- The school received its last full inspection in February 2016, when its overall effectiveness was judged to be inadequate. At the first progress monitoring inspection in September 2016, some of the independent school standards were judged to still be unmet. The school submitted an action plan, which was judged by Ofsted as not acceptable and subsequently rejected by the Department for Education (DfE) in March 2017.
- This is the school's second progress monitoring inspection.

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.
- The inspection was carried out without notice.
- Following the full standard inspection in February 2016, the school's first progress monitoring inspection in September 2016 identified a number of standards that were still not met. The school drew up an action plan for improvement in response to the report which was evaluated in December 2016 and judged to be not acceptable. It was subsequently rejected by the DfE in March 2017.
- This is the school's second progress monitoring inspection. The inspector was asked to focus on particular requirements contained within Parts 1, 3 and 8 of the independent school standards. He was also asked to review the school's admissions policy and 3-year accessibility plan.
- The inspector observed learning in all classrooms and looked at pupils' work in a wide range of subjects. He held discussions with the proprietor, who is also the headteacher, the deputy headteacher and pupils.
- The inspector scrutinised a wide range of documentation, including curriculum documentation, key policies and plans, including those relating to safeguarding and admissions, and leaders' monitoring of teaching and pupils' progress.
- There were no recent responses to the Ofsted online survey (Parent View).

Inspection team

James Waite, lead inspector

Ofsted Inspector

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