

Noor Ul Islam Primary School

135 Dawlish Road, Leyton, London E10 6QW

Inspection dates

16–18 January 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders ensure that the independent school standards are all met.
- The headteacher, well supported by the deputy headteacher, has significantly improved all aspects of the school's work. Parents and carers, staff and pupils all agree that the school is now a much better place to learn.
- Governors are ambitious for the school and pupils' learning. They hold leaders to account well on the quality of education provided. The school is continually improving.
- Teachers have high expectations. Pupils make strong progress in their learning. Throughout the school, pupils' attainment is high.
- Teachers assess pupils' learning accurately and plan activities that are well matched to their needs. Adults are positive role models for learning and pupils are eager to learn and do well.
- Children in the early years make a good start to their education. They make good progress and are well prepared for Year 1. Adults ensure that children are happy, safe and enjoy learning.
- Pupils are confident and motivated learners. They behave well and are proud of themselves, their friends and the school's achievements.
- Pupils' spiritual, moral, social and cultural education is very well promoted. Leaders provide a variety of good opportunities for pupils to learn about the world around them, including other faiths. Pupils are well prepared for life in British society.
- Parents are overwhelmingly positive about all aspects of the school's work, particularly the progress that their children make and the school's friendly, welcoming and inclusive ethos.
- Middle leaders are new to their roles. Aspects of their work are not fully developed. The impact of their actions is limited.
- Although good overall, outcomes in writing are inconsistent. Pupils do not always apply their writing skills well in subjects other than English.
- Leaders' checks on the quality of learning and pupils' progress in subjects other than English and mathematics are not consistently effective.

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.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
 - leaders check the quality of learning and pupils' progress across the wider curriculum with the same rigour as in English and mathematics
 - the role of middle leaders is further developed to have greater impact on pupils' outcomes and the quality of teaching throughout the school.
- Improve the quality of teaching and pupils' outcomes in writing by ensuring that teachers provide opportunities for pupils to apply their spelling, punctuation and grammar skills in their independent writing, particularly in subjects other than English.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has worked exceptionally hard to bring about considerable improvements to all aspects of the school's work. His actions have been effective. Together with the deputy headteacher, he has ensured that pupils' outcomes are good and the quality of teaching throughout the school continually improves.
- The school's friendly and welcoming ethos is appreciated by parents. Over the last three years, the headteacher has created an 'open door' approach whereby parents are increasingly involved in school life.
- Leaders, including governors, have an accurate understanding of the school's strengths. They continually review procedures and outcomes to ensure that high standards are maintained. School improvement plans identify precisely the most important priorities.
- Leaders monitor the quality of teaching well. New systems are in place to make sure that all teachers plan learning that meets pupils' needs. The headteacher ensures that all members of staff undertake professional development to improve their skills. New teachers are very well supported by the headteacher and teaching team.
- This year, the headteacher and governors strengthened leadership capacity by introducing middle leadership roles. These leaders share the headteacher's vision and are keen to do a good job. However, they are new to leadership and the impact of their work on pupils' outcomes and the quality of teaching is not fully effective.
- Leaders promote pupils' spiritual, moral, social and cultural development very effectively. Pupils learn about all faiths and value the opportunities to celebrate the different cultures that exist within and beyond the school. The curriculum is well planned to enable pupils to learn the importance of respect and to value the differences between themselves and others.
- The school's ethos, values and the personal, social, health and economic (PSHE) education curriculum ensure that pupils learn about equality. Pupils know that homophobia is wrong, for example, and that derogatory language of any kind is unacceptable. Assemblies help pupils to learn about the world around them and reflect on local, national and international news. All this prepares pupils well for life in British society.
- Leaders have improved the curriculum. It is well planned so that pupils acquire knowledge and skills in a wide range of subjects. The headteacher, supported well by other teachers, is continually finding opportunities for pupils to be creative and develop confidence in speaking and debating. Leaders acknowledge that their checks on the quality of learning and pupils' progress in the wider curriculum are not as rigorous as in English and mathematics.
- The headteacher works closely with another local school to share ideas and support the changes he is making in school. This partnership has been beneficial in developing the quality of teaching. The school also works in partnership with other schools to share ideas, moderate judgements and evaluate its work.
- Parents and pupils are delighted with the opportunities for enrichment activities. Over the

last two years, the number of clubs and activities has increased considerably. Clubs such as baking, coding and karate are very popular, enrich the curriculum and contribute to pupils' strong progress and personal development.

- The school is proactive in reaching out to the wider community. It is leading the way in a collaboration with two local maintained state schools. These links provide pupils with opportunities to share their learning and ideas with others in different contexts, including Catholic schools. Visitors to the school include paramedics, the vicar and the local member of parliament. Pupils enjoy trips to Buckingham Palace, museums in London and using the local parks as part of their outdoor learning.
- Parents are overwhelmingly positive about all aspects of the school's work, but particularly the leadership. Parents acknowledge the improvements the headteacher has made and the way the school's ethos has developed over the last few years. Positive comments include, 'There is a welcoming, friendly and genuine feel from all staff. I feel like a valued member of the school community.'

Governance

- The chair of governors, who is also the proprietor, ensures that all the independent school standards are met. He leads a strong and loyal team that knows the school very well.
- Governors are highly ambitious for the school. In recent years, they have enhanced their skills and revised the systems for monitoring the school's work and the impact of leaders' actions.
- Through committee meetings and visits to the school, governors check the quality of education provided. They are very supportive of the headteacher and staff but also know how to challenge leaders' assertions and assure themselves that the information they receive is robust. Governors keep their knowledge and understanding up to date, such as by attending training provided within the local authority.

Safeguarding

- The arrangements for safeguarding are effective. Leaders have heightened the profile of safeguarding over recent years. A culture of keeping pupils safe is prominent around the building and understood by staff, pupils and parents.
- The designated safeguarding lead ensures that all staff are aware of their roles in relation to keeping pupils safe. Staff training is continually provided to ensure that staff are aware of updates to guidance.
- Leaders are proactive in keeping up to date with any potential risks that may occur in the local community. They work effectively with the local authority, for example to ensure that the risk assessment to protect pupils from extremist views is relevant and understood by all members of staff.
- Pupils know how to keep themselves safe. They know the possible risks associated with using the internet and what to do if they hear or see something that is inappropriate.
- Governors ensure that the school's single central record of checks on staff suitability meets requirements. They undertake unannounced visits to make sure that safeguarding procedures are sufficiently robust.

- The school's safeguarding policy is published on the school's website and meets requirements. It incorporates the latest statutory guidance.

Quality of teaching, learning and assessment

Good

- The headteacher and deputy headteacher set high expectations for the quality of teaching. They have established systems to ensure consistency between classes. This works well, and teachers understand what is expected of them and what constitutes effective learning in lessons.
- Teachers make sure that pupils who have special educational needs (SEN) and/or disabilities are very well supported. The special educational needs coordinator (SENCo) works effectively with other members of staff to ensure that additional interventions make a difference.
- The most able pupils are taught well. Teachers make sure that work is suitably challenging and incorporates opportunities for pupils to deepen their learning.
- Mathematics is taught effectively. Teachers use secure subject knowledge to help pupils understand key mathematical concepts. Pupils confidently apply their knowledge of number to other areas of mathematics, such as word problems and measuring activities. As pupils move through the school, teachers ensure that they use calculation strategies accurately and learn to give reasons for their answers.
- Staff have worked effectively to improve the teaching of reading. Although it needs time to embed fully, the new system for daily reading lessons is working well. Pupils read regularly and develop strong age-appropriate skills, particularly for comprehension.
- The teaching of phonics is very effective. Younger pupils read and write words using a secure understanding of phonics.
- The curriculum is well thought out. Leaders have invested in more resources, particularly for reading and science, to make learning exciting for pupils. Pupils enjoy opportunities to work practically and investigate. For example, Year 6 pupils enjoyed testing out whether their reaction speed would increase after consuming different types of drinks.
- Pupils are well supported to develop an understanding of their faith and others. Teachers help pupils to understand the importance of prayer in their daily lives. For example, pupils in Year 1 were particularly proud to learn and then share a prayer for leaving the house in the morning.
- The headteacher is keen to ensure that all pupils develop strong creativity and speaking skills. Teachers plan good opportunities, such as freeze-framing in drama, for pupils to act in role and develop confidence in speaking and performing.
- Pupils learn to write for a variety of purposes. Although pupils are taught how to spell and use punctuation and grammar accurately, they do not apply these skills consistently well in subjects other than English. Teachers do not routinely expect the same high-quality written work in history and science, for example, as they do in English lessons. Strategies to improve the teaching of writing are not fully embedded.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are at the heart of the school's work and leaders' decisions. Staff promote pupils' personal development well and the school's PSHE education curriculum, Islamic studies and other activities prepare pupils to be good citizens, take responsibility and make informed decisions.
- Pupils are very well cared for. Pupils say that they trust adults to look after them and know that any problems are resolved quickly and effectively. Pupils say that bullying is extremely rare, but know the forms it can take.
- Pupils take their responsibilities seriously. Prefects and the student councillors are proud of their school and are keen to point out the various displays of their learning around the school, including the attractive mural outside the school depicting the school's values.

Behaviour

- The behaviour of pupils is good. All staff have high expectations for pupils' conduct. The school is calm and disruption to lessons is extremely rare.
- Pupils demonstrate the school's values very well. They are kind to others and show high levels of respect. In lessons, pupils behave well. They concentrate on their learning and are eager to accept the challenges set by teachers.
- Leaders' work to improve punctuality is having a strong impact. Pupils arrive on time and are eager to learn. Their attendance has also improved and is in line with the national average
- Pupils' behaviour during social times is mostly good. During lunchtimes, pupils cooperate well with each other. They play sensibly, enjoy table-top football, table tennis and use the library. Occasionally, pupils' behaviour slips, including during social times, and staff need to remind pupils of the rules.

Outcomes for pupils

Good

- Pupils make strong progress throughout the school, especially in mathematics. In 2017, the proportion of Year 6 and Year 2 pupils that attained above the national average in reading, writing and mathematics was high. Standards are high because leaders, governors, teachers and parents expect all pupils to work hard, achieve well and be successful.
- Leaders check pupils' progress in English and mathematics regularly. Meetings with teachers and the school's SENCo are used effectively to discuss individual pupils' needs. Assessment procedures have evolved in the last two years and are now used efficiently to measure pupils' progress and identify gaps in their learning.
- Pupils who have SEN and/or disabilities make very good progress from their starting points. Additional lessons and support from senior staff help these pupils to achieve success. The most able pupils make strong progress. Leaders ensure that activities are suitably challenging so that these pupils achieve highly.
- Alongside assessment information and the work in pupils' books, teachers scan examples

of pupils' work in different subjects to build a 'digital portfolio' of their achievements over time. These are used effectively to plan learning and support pupils' progress.

- The school's assessment information and work in pupils' books show that outcomes in writing, although good, are not as strong as in reading and mathematics. Leaders have implemented new strategies for the teaching of writing that need time to embed fully. Furthermore, pupils' application of basic writing skills in subjects other than English is not consistently good. This restricts their progress from being even better.

Early years provision

Good

- Most children join the Reception Year with skills that are typical for their age. From the very start, teachers and support staff work together effectively to get to know each of the children well. Staff use what they know about children's starting points to plan learning that meets their needs. Children make good progress in their learning.
- Leaders have an accurate understanding of the priorities in early years. Teachers are reflective and are continuously looking for ways to improve children's learning. All staff expect children to achieve highly and develop the reading, writing and mathematics skills needed for Year 1.
- The early years classroom is bright and engaging. Adults have thoughtfully created many opportunities for children to experience a broad range of activities. Teachers strike a good balance between adult-led activities and times when children choose what they do.
- Adults share the same high expectations that exist in the rest of the school. Children listen attentively, behave well and develop good social skills. They are confident and motivated to learn.
- Outdoor provision has improved. Teachers work well with the limited space available so that children have regular opportunities for outdoor play and routine visits to the local park. Teachers promote children's physical development well. However, staff acknowledge that improving the outdoor provision still further will remain a school development priority
- Teachers make learning fun. For example, children delighted in acting out the parts of a traditional tale as part of role play with props. Others painted the characters they had made from dough.
- Partnerships with parents are effective. From the outset, parents are involved in their children's learning. Children's 'learning journeys' and observation records are shared with parents regularly. Parents compliment the early years team and are happy with the progress that their children make.
- The school meets the independent school standards in relation to the early years statutory framework.

School details

Unique reference number	133517
DfE registration number	320/6061
Inspection number	10012847

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	Other independent school
School category	Independent school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	164
Number of part-time pupils	0
Proprietor	WF Noor ul Islam
Chair	Yusuf Hansa
Headteacher	Majid Ishaque
Annual fees (day pupils)	£3,200–4,200
Telephone number	020 8558 8765
Website	www.noorulislam.org.uk/primary-school
Email address	majid.ishaque@noorulislam.org.uk
Date of previous inspection	26 May 2011

Information about this school

- Noor ul Islam is an Islamic day school situated in Leyton. It opened in 2001 and educates pupils on a full-time basis from Reception Year to Year 6.
- The school's last standard inspection took place in May 2011. An emergency inspection was conducted in September 2015. During that visit, inspectors identified unmet independent school standards. An inspector visited the school in October 2016 to check the unmet standards. At the time of the monitoring inspection, the school met all the standards that were checked.
- The headteacher took up post in January 2015. Since his appointment, a deputy

headteacher has joined the school and there have been changes to the governing body and staff teams.

Information about this inspection

- This full standard inspection took place with one day's notice.
- Inspectors visited all classes at least once to observe pupils' learning and behaviour. Inspectors looked at the work in pupils' books and on display. The deputy headteacher accompanied inspectors on most of these visits to classrooms.
- Inspectors met the headteacher, deputy headteacher and other staff. The lead inspector met with members of the governing body.
- Inspectors spoke with parents at the start of the inspection and considered the 79 responses to Ofsted's online survey, Parent View.
- Inspectors met pupils formally and spoke with pupils during lessons and lunchtimes.
- Inspectors considered the 22 responses to Ofsted's staff survey.
- Inspectors reviewed school documentation related to safeguarding, teaching and learning and pupils' outcomes. The lead inspector checked the school's website and sampled the school's policies and procedures.
- The lead inspector toured the school site and considered a range of other evidence to check compliance with the independent school standards.

Inspection team

Gary Rawlings, lead inspector	Ofsted Inspector
Rick Barnes	Ofsted Inspector

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