

# Inspection of Al-Noor Primary School

Al-Noor Independent Primary School, 619–629 Green Lane, Ilford, Essex IG3 9RP

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Inspection dates: 5–7 November 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

## **What is it like to attend this school?**

Pupils told us that they love coming to this school. They enjoy everything about it. From lessons to trips out, to learning about their own and others' religions, they find everything interesting. Pupils say that lessons are fun. Teachers make learning exciting and stimulating. They give pupils experiences that set them up for life. Pupils achieve well in English, mathematics and science. They do not do as well in a few of the other subjects.

Pupils talk eagerly about the opportunities that build their character. In one example, pupils have been campaigning to get speed bumps on Green Lane. They have met with the leader of the council and plan to meet the local MP soon.

Teachers encourage all pupils to be their best. As well as aiming for academic excellence, pupils aim to become strong British Muslim citizens. They learn to give as much back to the community as they take from it. They respect other cultures and are proud of their own. It is pupils' capacity for empathy, hard work, laughter and ambition that singles them out.

Pupils behave extremely well. Little time is lost in lessons because interruptions are minor. Teachers' high expectations set the tone and pupils rise to the challenge. Pupils say that teachers deal with any bullying quickly. That is why bullying is unusual. Pupils told us that they always feel safe in school.

## **What does the school do well and what does it need to do better?**

Al-Noor Primary School does lots of things well. It provides pupils with a good education. Trustees and leaders have high aspirations for the school, its pupils and staff. The school meets the independent school standards and the law on equalities. Trustees' and leaders' strong ethical position is woven into the fabric of the school. This has a highly positive impact on pupils' education.

Trustees' and leaders' sense of purpose is unmistakable. Their determination to promote both British and Islamic values is strong. So, too, is their commitment to high academic standards. Leaders do much to ensure that teachers' workload is manageable. For example, arrangements for assessment are now less time-consuming. Leaders give staff many opportunities to gain extra qualifications.

Pupils achieve well by the time they leave school, especially in mathematics. This is not only because teachers make learning fun; it is also because teachers break work up into easy-to-learn segments. This helps pupils remember and master knowledge. This is particularly so in mathematics, where leaders have adopted a new scheme.

In English, mathematics and science, plans make clear what is to be taught and when. Teaching the topics in the right order helps pupils to deepen their learning. It means that they master a topic before going on to the next. Pupils read regularly and fluently. Where pupils fall behind in reading, staff help them to catch up.

Pupils study a suitably broad range of subjects. This is organised to reflect both the national curriculum and the school's well-defined principles. In history, pupils cover topics in a logical order. However, in design and technology, the order in which key concepts are taught is not clear enough. This makes it difficult for pupils to remember important knowledge and skills. Leaders recognise that planning needs to show the order for teaching subject knowledge and skills. They are already revising much of the planning for subjects and aim to complete this by the end of the year.

Provision for personal, social, citizenship, health and economic (PSCHE) education is especially strong. The well-planned programme ensures that pupils build good knowledge of the wider world. They learn about British values. This includes how democracy works, tolerance for others and their responsibilities as citizens. Staying healthy, relationships and how to stay safe are centre stage. Islamic studies, Koran studies and Arabic teach pupils about their own religion in depth.

Pupils with special educational needs and/or disabilities (SEND) achieve well. This is because teachers adapt the teaching materials so that pupils can tackle the same work as others.

The school offers a wide range of clubs and trips that broaden pupils' experiences. These include lots of trips to places like the Science Museum and outdoor centres. Clubs include martial arts, horse riding, archery, arts and crafts, and Duff (drumming). Pupils enjoy the trips and visits a great deal.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils' safety and well-being are central to the school's work. Leaders make sure that all have an up-to-date understanding about child protection. Regular training ensures that staff can identify pupils who may be at risk quickly. Leaders keep meticulous records and work closely with relevant agencies. In this way, they ensure that pupils get the support they need.

Staff ensure that pupils know about the risks they face in the local community. The PSCHE programme teaches pupils about how to stay safe online. The dangers of radicalisation and extremism are tackled head-on.

## **What does the school need to do to improve? (Information for the school and proprietor)**

- In one or two foundation subjects, the curriculum is not as effective as it is elsewhere. In design and technology, the order in which pupils learn specific knowledge is not identified clearly enough. The topics or themes take precedence over subject content. This makes it difficult to ensure that pupils gain the key knowledge and skills they need to be successful in this subject. Leaders recognise

the need to ensure that all teachers have the specialist knowledge they need. Where possible, they provide teachers with suitable training. However, more focused training is needed for design and technology.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

<b>Unique reference number</b>	134244
<b>DfE registration number</b>	317/6076
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10092443
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	112
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Al-Noor Foundation
<b>Chair</b>	Daud Juneja
<b>Headteacher</b>	Someera Butt
<b>Annual fees (day pupils)</b>	£3,700
<b>Telephone number</b>	0208 597 7576
<b>Website</b>	<a href="http://www.al-noor.co.uk">www.al-noor.co.uk</a>
<b>Email address</b>	<a href="mailto:headteacher@al-noorprimary.co.uk">headteacher@al-noorprimary.co.uk</a>
<b>Date of previous inspection</b>	7–9 December 2016

## Information about this school

- Al-Noor Primary School is an independent day school in Redbridge. The school has a Muslim ethos.
- The school is registered for 200 pupils, boys and girls between the ages of 4 and 11. There are currently 112 pupils on roll between the ages of 7 and 11. This will reduce by a year group every year and the school will close in 2023.
- The school occupies new purpose-built premises in Green Lane, Goodmayes. The premises belong to the new maintained Al-Noor voluntary-aided school. The independent school leases part of the building and occupies the classrooms on the second floor. Pupils and staff also use the facilities on the ground floor such

as the main hall, prayer hall and outside space.

- The two schools have the same headteacher and several trustees and governors. Several senior leaders work across both schools.
- The school's safeguarding policy is available on its website.
- The school does not use any alternative provision.
- The school's last full standard inspection was in December 2016, when it was judged to be good.

## **Information about this inspection**

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- We held meetings with the headteacher, senior leaders and trustees.
- We considered the views of 51 parents and carers from the responses to Ofsted's online questionnaire, Parent View.
- We reviewed safeguarding records, including the vetting checks on staff.
- During the inspection, we focused on early reading, English, mathematics, and design and technology. We met with curriculum leaders, visited lessons, talked to pupils, spoke to teachers and looked at pupils' work.

## **Inspection team**

Brian Oppenheim, lead inspector

Her Majesty's Inspector

David Lloyd

Ofsted Inspector

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