

Inspection of Quwwat Ul Islam Girls' School

16 Chaucer Road, Forest Gate, London E7 9NB

Inspection dates: 25–27 February 2020

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Inadequate

Early years provision

Good

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils behave safely and sensibly. They know it is important to treat others fairly and with respect. Bullying and unkind behaviour are not accepted. Staff deal quickly with any occasional friendship issues. Pupils appreciate this. Many told us how much they like the school's caring atmosphere. However, leaders do not manage all aspects of safeguarding effectively. This means that pupils are not kept safe.

Leaders are ambitious for children in the Reception Year. Well-planned teaching provides children with a good start in all areas of learning. Children learn to read well and enjoy exploring stories.

In other year groups, pupils gain knowledge in all the required areas of study. Pupils are eager to learn and work diligently. However, some teaching is not demanding, given pupils' abilities. Pupils lack opportunities to deepen their understanding of important ideas and concepts. Secondary-age pupils have little choice of subjects in Years 10 and 11. Many are disappointed that they cannot study for GCSEs in art, computing and history.

Pupils are prepared well for life in modern Britain. They enjoy discussing current affairs and finding out about faiths other than their own. Pupils know about British values, such as the rule of law. They are taught why these values are important.

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

Leadership is inadequate because safeguarding arrangements are not effective. The proprietor body has not made sure that the school meets all the independent school standards. The welfare requirements of the early years foundation stage are also not all met.

Some staff are new to their roles. Leaders have not ensured that these staff have the expertise to carry out their roles effectively. This has contributed to the breakdown in safeguarding arrangements.

Pupils' learning includes all the required areas of study. Leaders want pupils to achieve highly in these areas. To support this aim, they have invested in commercial schemes of work and resources for all subjects. However, some staff lack the subject expertise to use plans and resources effectively. In subjects such as English, citizenship and science, teaching lacks ambition. Some teachers do not routinely take account of pupils' needs and aptitudes. This includes pupils with special educational needs and/or disabilities (SEND). Sometimes, pupils do not study subject content in a logical order. These issues prevent pupils from learning well. Pupils also lack well-planned opportunities to use what they know. In science, for instance, pupils rarely carry out any practical work.

Pupils obtain GCSE qualifications in subjects including English, mathematics, science, geography and religious education (RE). Most pupils achieve well in these subjects.

However, the range of subjects in Years 10 and 11 does not match pupils' needs and aptitudes. Pupils are unable to continue studying art, computing and history beyond Year 9. Many pupils said that they would have liked to gain GCSEs in these subjects.

Until recently, pupils in Years 7 to 9 did not study art regularly. This has limited pupils' ability to master different art techniques. Pupils have gaps in their skills and knowledge. Leaders have not considered this fully in subject planning for these year groups. This further hinders pupils from producing high-quality art work.

Leaders have secured clear improvements to phonics teaching, particularly in the Reception class. Children quickly develop the phonics knowledge they need to read accurately. There are two reasons why leaders' work has been successful. First, the phonics programme is well planned and ambitious. Second, leaders have made sure that staff are experts in teaching the programme. However, until recently this was not typically the case. As a result, last year some pupils currently in Year 1 fell behind in learning phonics. This year, leaders are ensuring that all pupils catch up quickly.

Leaders are keen for pupils to read widely. They organise assemblies to promote pupils' interest in reading. However, leaders' work to develop positive attitudes to reading is at an early stage. Leaders expect teachers to read aloud to pupils regularly. Pupils said that this happens infrequently. Some pupils in Years 1 to 6 were unable to talk about books or name stories that they enjoy. Others do not take home suitable books to practise reading. Teaching does not introduce secondary-age pupils to a wide range of literature. Subject planning focuses on texts from the GCSE syllabus. For instance, in each year from Year 7 to 11, pupils only study poems on the theme of 'war and conflict'. This repetition of content prevents pupils from getting to know and appreciating different literary genres and authors.

Leaders' work to improve the early years has been effective. Leaders have provided staff with high-quality guidance and support. Staff are skilled in planning children's learning. They introduce important knowledge and vocabulary step by step. Staff also use well-chosen stories to develop and deepen children's understanding. Staff know how to promote children's curiosity about the world around them. For example, during the inspection we saw how much children enjoyed observing the effect of the wind on different objects.

Pupils are well behaved. They are attentive and try hard during lessons. Disruption to pupils' learning is unusual. Staff deal effectively with any issues that arise. Pupils' attendance is a priority for leaders. They take timely and effective steps to support pupils who do not attend regularly so that they can catch up on the work they have missed.

Leaders are ambitious for pupils' personal development. They aim to broaden pupils' horizons and increase their readiness for life in modern Britain. The programme for pupils' personal, social, health and economic (PSHE) education covers appropriate topics. For example, pupils learn about British values and healthy eating. Pupils also debate topical issues regularly. The PSHE education programme is complemented by

a rich range of visiting external speakers and outings. Examples include visits to museums, places of worship and British institutions, such as the Bank of England. Pupils told us how much they enjoy these experiences.

However, we found two unsuitable books in the school library. One book included views which call into question equality between men and women. An excerpt from the book states: 'Husbands have the right to obedience except in matters where the husband is going against Islam. Wives may not mix freely with those the husband disapproves of, or go where he disapproves.' The other book contained negative comments about Christianity. An excerpt from the text states: 'First of all one should consider that it were Christians who declared war against the Muslims, and it is them who, still driven by their crusader's mentality, continue to wage this war up to this day, with all their bitterness and malice, with all their detestable and filthy attempts and designs, which aim at outrightly denying nay falsifying historical facts.' Leaders stated unequivocally that these books did not reflect the school's ethos.

We found no evidence that pupils' personal development had been undermined by these books. Pupils' attitudes are respectful and tolerant. Pupils are taught to recognise and challenge discrimination in all its forms. For example, Year 5 pupils explained how they had learned about Rosa Parks and how she stood up to racism. In RE, pupils learn about the beliefs and traditions of other faiths. They know that individuals have the right to make their own choices and that these should be respected. Leaders provide careers education, including visits to universities and speakers from local colleges. This encourages pupils to be ambitious for themselves.

In Reception, they have improved the learning environment and resources. Children benefit from vibrant and safe classroom spaces, both inside and out.

The school complies with schedule 10 of the Equality Act 2010. The proprietor body and leaders make sure that the premises are well maintained.

Parents and carers receive suitable information about their children's achievements. If parents raise concerns, leaders take these seriously and respond appropriately.

Safeguarding

The arrangements for safeguarding are not effective.

The proprietor body and leaders have not established a culture of safeguarding. Since the previous inspection, many staff have left and joined the school. Leaders have not managed this well because they have appointed some staff without carrying out all the checks required by legislation.

The admissions register is not accurate. Leaders do not follow statutory guidance when they take pupils off the school's roll. In many instances, leaders have removed pupils from the register without taking proper steps to establish pupils' destinations. Relevant agencies are not always informed when pupils leave during the school year. These shortcomings mean that pupils are at risk of going missing from education.

The safeguarding policy makes reference to the most recent statutory guidance. The policy is published on the school's website. Staff are well trained to recognise and report concerns about pupils' welfare. This includes risks related to extremism, female genital mutilation and emotional well-being. Leaders act effectively when concerns arise. They seek and act on advice from external agencies when necessary.

Pupils learn age-appropriate ways to keep themselves safe. For example, younger pupils are taught about personal safety and how to avoid unsafe situations on the internet.

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

- The proprietor body does not carry out its responsibilities effectively. The proprietor body must ensure that all the independent school standards are met. They should make sure that leaders and staff have knowledge and skills appropriate to their roles and responsibilities.
- Leaders do not manage all aspects of safeguarding well enough. The independent school standards set out the pre-employment checks that leaders must make on staff. Leaders have not carried out all these checks. The single central record of pre-employment checks is not maintained accurately. These shortcomings place pupils at risk. Leaders should ensure that all the required checks are made and recorded.
- Leaders have removed pupils from the admissions register without obtaining all the information required by legislation. They do not always inform the local authority when pupils leave the school during the academic year. These failings mean that pupils are at risk of going missing in education. Leaders should ensure that the admissions register contains all the information required by statutory guidance. They must also inform the relevant authorities whenever a pupil leaves the school during the school year.
- Schemes of work set out what pupils should learn in each area of learning. However, weaknesses in some teachers' subject knowledge mean that teaching and resources are not routinely tailored to meet pupils' needs. Teaching is not focused on building up pupils' knowledge over time. Sometimes, pupils do not study content in sufficient depth or have opportunities to apply their knowledge. This means that pupils do not achieve well. Leaders should develop staff's subject knowledge and ensure that they have the expertise to deliver subject planning effectively. Leaders should check that pupils study content in a logical manner and deepen their understanding of the content they study.
- Secondary-age pupils do not benefit from a suitably broad range of GCSE options. Leaders should ensure that the options available reflect pupils' aptitudes and aspirations.
- Pupils do not study a diverse range of literary genres and authors in Years 7 to 11. Leaders should ensure that pupils have well-planned opportunities to read and discuss a rich range of texts. They should also put in place strategies which

encourage pupils to read widely and develop their reading ability. This includes making sure that pupils take home suitable books to practise their reading.

- Leaders plan to improve the range and quality of books available in the school library. As part of this work, leaders should put in place effective procedures to check that all library books support the school's aims for pupils' personal development.

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 are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	134627
DfE registration number	316/6066
Local authority	Newham
Inspection number	10145378
Type of school	Other independent school
School category	Independent school
Age range of pupils	4 to 16
Gender of pupils	Girls
Number of pupils on the school roll	224
Number of part-time pupils	None
Proprietor	Quwwat UI Islam Society
Chair	Abdullah Haji Vallibhai Patel
Headteacher	Shazia Member
Annual fees	£2,800 to £3,000
Telephone number	020 8548 4736
Website	www.quwwatulislam.com
Email address	info@quwwatulislam.com
Date of previous inspection	24–27 April 2018

Information about this school

- The school provides full-time education for girls aged four to 16. The school has an Islamic ethos.
- The school's previous standard inspection took place in April 2018.
- Since the previous inspection, there have been a number of changes in staff, including to the leadership team.
- There are very few pupils with SEND. No pupil has an education, health and care plan. The school does not make use of any off-site or alternative provision.
- The proprietor body has appointed a management committee to oversee the school's work. Members of the management committee are trustees of the

Quwwat Ul Islam Society. The management committee reports regularly to the proprietor body.

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 has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- The registration authority commissioned Ofsted to carry out the standard inspection earlier in the cycle than previously planned. The registration authority requested that Ofsted specifically consider the suitability of safeguarding arrangements.
- We met with the headteacher, senior leaders and trustees to evaluate the school's work, including compliance with the independent school standards. We looked at the safety and suitability of the premises, including reviewing health and safety policies and documentation.
- We carried out deep dives in these subjects: early reading and English, art, science and PSHE education. We met with subject leaders and teachers. We visited lessons, looked at subject planning and reviewed pupils' work. We spoke to pupils about their learning and listened to them read. We also considered pupils' learning in other subjects.
- We reviewed evidence related to the safer recruitment of staff. This included policies and records. We also met with leaders and staff to discuss the school's work to identify and support pupils who may be at risk of harm.
- We looked at records related to behaviour, bullying, attendance and admissions. We observed pupils' attitudes and conduct during visits to lessons and at lunchtime.
- We spoke to pupils, both formally and informally, to obtain their views about school life. There were no responses to Ofsted's surveys for pupils or staff.
- We reviewed the school's policies and documentation, including information on the school's website. We also considered information about leaders' response to any concerns that parents raise.
- We took into account the 12 responses to Parent View, including 11 written comments.
- The two unsuitable books we found in the school library were: 'Examining Religions, Islam' by Waris Maqsood (Heinemann, 2008) and 'The Marital Life of Allah's Messenger' by Dr Hafiz Mahammad Thani (Darul-Ishaat, Pakistan, 2004).

Inspection team

Sarah Murphy, lead inspector

Her Majesty's Inspector

Philippa Darley

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) 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;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) 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.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that–
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.

- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].

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

- 18(2) The standard in this paragraph is met if–
 - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
 - 18(2)(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person’s appointment.
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in paragraphs (3) to (7) as is applicable to the school in question.
- 21(3) The information referred to in this sub-paragraph is–
 - 21(3)(a) in relation to each member of staff (“S”) appointed on or after 1st May 2007, whether–
 - 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
 - 21(3)(a)(v) an enhanced criminal record certificate was obtained in respect of S;
 - 21(3)(a)(vi) checks were made pursuant to paragraph 18(2)(d).

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and

- 34(1)(c) actively promote the well-being of pupils.

The school must meet the safeguarding and welfare requirements of the statutory framework for the early years foundation stage

- 3.9 Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles.
- 3.10 Registered providers must obtain an enhanced criminal records check in respect of every person aged 16 or over who works directly with children.

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