

Inspection of Noor Ul Islam Primary School

135 Dawlish Road, Leyton, London E10 6QW

Inspection dates: 8 to 10 February 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **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 enjoy coming to this school. Parents and carers said that the school feels like a family and that staff know every pupil by name and treat them all as individuals. Pupils are happy and safe. They behave well. Pupils learn about what bullying means. They know that they can speak to a member of staff or use the 'worry boxes' if they have any concerns. Staff act quickly to resolve any problems.

Leaders are ambitious for pupils. They have ensured that pupils study a wide range of subjects. Pupils have opportunities to enjoy clubs and activities at lunchtime and after school. These, together with trips to places like the William Morris Gallery, enhance pupils' learning. Pupils enjoy opportunities to take responsibility, including by being part of the school council.

Leaders want pupils to be happy and successful. Through a range of subjects, including their Islamic studies lessons, pupils learn about themselves and others. They learn about the part they play in society and are well prepared for life in modern Britain.

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

Leaders have thought carefully about what pupils need to learn in each subject. Pupils study a broad and rich curriculum. Leaders make sure that subjects are taught consistently throughout the school. They have created new plans for some subjects. These new subject plans are well sequenced and intend for pupils to develop their knowledge over time. However, sometimes teachers do not routinely check what pupils have learned and remembered. Sometimes, teachers do not make the most of opportunities for pupils to recap what they have learned previously. This means that there are times when pupils find it difficult to remember and draw upon what they already know and can do.

The new mathematics curriculum is working well. Leaders have adjusted the subject plans, as part of the COVID-19 recovery, to take into account any gaps in pupils' learning as a result of the partial school closures last year. Children in the early years enjoy a range of hands-on experiences that enable them to learn about number and shape. Children explored two-dimensional and three-dimensional shapes and talked knowledgeably about the differences between each shape.

Reading is a high priority in the school. The library takes pride of place at the entrance to the school. Pupils enter the school through the library and enjoy the opportunity to choose books to read during their breaktimes and lunchtimes. Children in Reception class begin learning phonics as soon as they join the school. Pupils are taught the sounds that letters make through a well-structured phonics programme. Pupils' reading books are well matched to the sounds that they know.

Older pupils have regular reading sessions. Teachers give pupils high-quality texts to read. Pupils deepen their understanding of what they are reading and develop their

vocabulary. Pupils are enthusiastic about reading. Older pupils have set up a 'super-curricular' club where pupils can discuss the books they are reading. Pupils discussed with inspectors their favourite authors and books, such as David Walliams and the 'Malory Towers' series of books.

Leaders identify pupils' needs effectively, including pupils with special educational needs and/or disabilities. They make sure that pupils receive the support that they need. Leaders work with external professionals, such as speech therapists, to help meet pupils' needs. Teachers make careful adjustments in lessons so these pupils can become increasingly successful.

Lessons are rarely disturbed by poor behaviour or low-level disruption. Pupils and staff understand the systems that are in place to help pupils behave well. Pupils learn the 'Gold and Silver' rules which are underpinned by the school's values, including wisdom, honesty and respect.

Leaders provide experiences for all pupils beyond the academic curriculum. Leaders make sure that pupils are taught about fundamental British values through the well-planned personal, social, health and economic education programme. Pupils are taught to understand and respect differences between faiths. Pupils are helped to understand different relationships and to treat each other with kindness and respect. Leaders have ensured that the school's relationships education programme complies with the statutory guidance. Leaders have considered the impact of the pandemic and have provided all pupils and staff with time to discuss how they are feeling with a professional counsellor.

Staff said that they have received high-quality training to develop their knowledge and understanding of how to teach different subjects. Staff spoke highly of the coaching support that leaders have given them. Staff said that leaders care about their professional development and consider their workload carefully.

The proprietor and governors hold leaders to account effectively. They make sure that the school complies with schedule 10 of the Equality Act 2010. The proprietor ensures that the school meets all the independent school standards and the statutory requirements of the early years foundation stage.

Safeguarding

The arrangements for safeguarding are effective.

The school's safeguarding policy, which is appropriate and up to date, is published on the school's website.

Pupils say that they feel safe in school. Staff are aware of the risks pupils might face outside school. Pupils know who to talk to if they have any concerns. Staff teach pupils different ways to keep themselves safe, including when online.

Staff know their responsibility to report to senior leaders any safeguarding concerns. They are clear about the procedure they use to do this. Leaders, in turn, ensure that everyone receives the training they need. Staff understand the school's policies and systems. Leaders keep a clear record of any concerns raised. When necessary, leaders work with external agencies and specialists to ensure that pupils and families get the support they need.

What does the school need to do to improve?

(Information for the school and proprietor)

- Teachers do not provide pupils with regular opportunities to recall their prior knowledge. This means that, sometimes, pupils do not remember in the long term what they have learned. Leaders should ensure that pupils have sufficient opportunity to revisit and revise what they have been taught previously to strengthen and deepen their knowledge over time in each subject.

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 information from Ofsted Parent View 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	133517
DfE registration number	320/6061
Local authority	London Borough of Waltham Forest
Inspection number	10210837
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	187
Proprietor	WF Noor ul Islam
Chair	Yusuf Hansa
Headteacher	Rahima Khan
Annual fees (day pupils)	£3,450 to £4,550
Telephone number	020 8558 8765
Website	www.noorulislam.org.uk/primary-school
Email address	primary.school@noorulislam.org.uk
Date of previous inspection	16 to 18 January 2018

Information about this school

- Noor ul Islam is an Islamic day school. The current headteacher was appointed in September 2021.
- The school uses no alternative provision.

Information about this inspection

Inspectors 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.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- Inspectors met with the headteacher and members of staff. The inspectors also met with members of the governing body and the proprietor.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science and design and technology. For each of these subjects, inspectors held discussions with subject leaders, visited lessons, spoke with staff and pupils and looked at pupils' work.
- The inspector spoke with parents and considered the 75 responses to Ofsted Parent View, including the free-text responses from parents.
- Inspectors observed pupils' behaviour in lessons and at lunchtimes. They spoke to a range of staff about their views of the school, including their workload and well-being. Inspectors spoke with pupils to consider their views.
- Inspectors spoke with pupils and staff about the school's work to keep pupils safe. The inspector also considered safeguarding records, documentation and the single central record of staff's suitability checks.
- Inspectors toured the premises, scrutinised documentation and held meetings with leaders to check the school's compliance with the independent school standards.

Inspection team

Adam Vincent, lead inspector

Her Majesty's Inspector

David Radomsky

Her Majesty's Inspector

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