

Inspection of Islamia School for Girls

129 Salusbury Road, London NW6 6PE

Inspection dates: 4 to 6 July 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate
Does the school meet the independent school standards?	Yes

What is it like to attend this school?

Pupils here are kind, considerate and respectful. They form trusting relationships with each other and with staff. Pupils know that staff will do all they can to help them achieve. This is a school with a true community spirit. Pupils enjoy school life and thrive here.

Leaders have high expectations for pupils. They want pupils to aspire to great things, both at school and in their future lives and careers. Pupils rise to these expectations. They work hard in lessons and develop confidence in their own abilities. Indeed, pupils achieve highly and are well prepared for further academic study.

Pupils behave exceptionally well. They conduct themselves in a polite and friendly manner and take responsibility for their own actions. Leaders have established a culture which promotes discussion and debate. Pupils are articulate in expressing their opinions and respect the views of others.

Leaders provide pupils with many opportunities to develop their talents and interests. Pupils benefit from taking part in residential trips to activity centres. They enjoy clubs, ranging from kickboxing and basketball to textiles and drama. Pupils' involvement in charity work is significant. Pupils here make a positive contribution to school life and wider society.

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

Leaders have designed an ambitious academic curriculum. In Years 7 to 9, pupils study a wide range of subjects including art and design, computer science and food technology. At GCSE, most pupils study the three separate sciences, biology, chemistry and physics. They also study either history or geography, and some pupils study two languages, Arabic and French. Pupils achieve high standards at GCSE, including in English and mathematics. The curriculum prepares pupils well for the next stage of their education.

Leaders have recently developed the curriculum to ensure that pupils gain a broad and deep body of knowledge in all subjects. They have consulted with subject experts to help with this curriculum development work. The curriculum is well sequenced. Pupils can build up their knowledge and subject-specific skills in a logical and progressive manner. However, the curriculum changes are not yet fully embedded. Some pupils, particularly in older year groups, do not benefit from the changes made.

Pupils read a wide range of texts, including fiction, non-fiction and poetry. From Year 7, pupils read whole texts as part of their English studies. They enjoy reading and exploring different genres such as gothic and science fiction. Pupils read with fluency. They develop a range of reading skills as they move through the school. Leaders provide pupils with a diverse range of texts. They are increasing pupils' access to such texts through e-books and the development of the school library.

Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. Leaders identify their needs and provide appropriate support. Teachers have good subject knowledge. They revisit what pupils have learned before and build on that learning. They use questioning well to consolidate and extend pupils' knowledge and understanding. Pupils enjoy class discussions. They show confidence when contributing their thoughts and ideas. Teachers provide pupils with frequent feedback. This helps pupils to improve their work. Indeed, pupils in all year groups produce work of high quality.

Pupils show highly positive attitudes to learning. They listen with intent to their teachers and focus on the work they are set. They also cooperate well with each other. They share ideas and support each other's learning. Pupils learn without disruption.

Leaders have established a comprehensive personal development programme. Pupils learn about important issues such as equality and diversity and physical and mental health. Leaders have implemented the statutory guidance on relationships and sex education with appropriate rigour. Teachers teach pupils about these aspects in an age-appropriate way.

The school's ethos is central to the development of pupils' morality and spirituality. Pupils learn about different faiths and take part in daily prayer time. They understand the difference between right and wrong. Also, pupils experience the world of work and are given appropriate careers advice and guidance. This helps them to make well-informed choices about the next stage of their education. Pupils enjoy many trips and visits to places of cultural interest, such as museums and art galleries. These events enrich their education.

Leaders show commitment to providing a high-quality education for all pupils. Leaders share this commitment with trustees. They want pupils to leave the school with the knowledge, values and skills that will allow them to play a positive role in society. Trustees fulfil their statutory responsibilities well. They carry out their role in setting strategy and holding leaders to account effectively. Staff enjoy working here. Leaders ensure that staff workload is manageable and they prioritise staff well-being.

The school meets all the independent school standards and fulfils the requirements of schedule 10 of the Equality Act 2010. Leaders show that they have both the capability and capacity to meet the independent school standards over time.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. They provide regular training for staff. Staff are alert to the signs of risk for pupils. They report any concerns about pupils swiftly. Leaders meet weekly to discuss and review safeguarding risks. They provide appropriate support for pupils' mental health needs. Also, leaders work

well with external agencies to secure the help pupils need. Pupils are taught how to keep themselves safe, including online.

Leaders complete all relevant pre-recruitment checks on staff. They publish the school safeguarding policy on the school's website. The policy reflects current government guidance.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders have not yet implemented all aspects of the revised curriculum. They are planning to implement these aspects of the curriculum at the start of the next school year. This means that some pupils, particularly in older year groups, have not acquired a broad and deep knowledge in some subjects. Leaders should ensure that the new curriculum is implemented effectively so that pupils from Year 7 onwards learn about subjects in sufficient breadth and depth.

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.

School details

Unique reference number	101575
DfE registration number	304/6069
Local authority	Brent
Inspection number	10286373
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	93
Number of part-time pupils	None
Proprietor	Islamia Schools Limited
Chair	Asmaa Georgiou
Headteacher	Amzad Ali
Annual fees (day pupils)	£7,950
Telephone number	020 7372 3472
Website	www.islamiaschools.com
Email address	admin@islamiaschools.com
Date of previous inspection	28 to 30 September 2021

Information about this school

- The school's previous standard inspection was on 28 to 30 September 2021. The school had a progress monitoring inspection on 12 July 2022.
- The school uses no alternative provision.
- The school operates from 129 Salusbury Road, London, NW6 6PE.
- The school is a faith school with a Muslim ethos.
- The school is registered to admit 180 pupils.

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.

Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspection was brought forward following an additional inspection on 12 July 2022. All independent school standards that were checked on this additional inspection were met.
- Inspectors met with the chair of the trustees, the headteacher and the deputy headteacher.
- Inspectors carried out deep dives in these subjects: English, geography, art and design and personal, social and health education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to subject leaders about mathematics and history. They visited lessons in mathematics and spoke to pupils about their learning.
- Inspectors met with the school's designated safeguarding lead and members of the school's safeguarding team. They looked at safeguarding documentation and record-keeping, including the single central record. Inspectors also spoke with staff and pupils about safeguarding.
- Inspectors considered responses to Ofsted's surveys for pupils and staff. They also considered responses to Ofsted Parent View, Ofsted's online survey for parents.
- Inspectors toured the school site and scrutinised a wide range of documentary evidence to check on the statutory requirements of the independent school

standards.

Inspection team

Ian Rawstorne, lead inspector

His Majesty's Inspector

Luke Stubbles

His Majesty's Inspector

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