

Inspection of Lady Nafisa School

Inglenook, Sipson Lane, West Drayton UB7 0JG

Inspection dates: 3 to 5 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

Pupils describe their school as a family. They said that they feel safe and can talk to any adult if they have concerns. Pupils are happy, and they are enthusiastic about their learning. When they join the school, they settle in quickly. Pupils of different ages socialise well with one another. Older pupils look out for younger ones. Bullying rarely happens, and any potential issues are addressed swiftly.

Leaders have high expectations of pupils. They make sure that pupils study a broad range of subjects in addition to Islamic studies. Pupils enjoy the subjects on offer, including the range of additional subjects in their life skills course, for example textiles and food technology. Leaders plan the curriculum so that pupils experience educational outings to enhance their understanding of the topics that they are learning. For example, pupils visit Kew Gardens as part of their learning for science and art. Pupils achieve well in their learning.

Pupils' behaviour is excellent. They are keen to demonstrate the school values, 'The Big 5', in all that they do. For example, they are respectful to one another, and they work well with each other in teams. Pupils are keen to earn merits to become 'star of the week' as well as gaining points for their house.

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

Leaders provide a broad curriculum that meets the requirements of the independent school standards. Subject leaders have thought carefully about the knowledge and skills that they want pupils to know and remember in their subjects. They have sequenced the learning of subject content in a way that allows pupils to build their knowledge step by step over time. For example, in history, pupils learn carefully chosen knowledge about the Black Death in their study of medieval Britain. Pupils build on this knowledge well when studying medicine through time as part of their GCSE in history.

While the subject content studied in most areas of the curriculum is rich and ambitious, this is not fully the case in some aspects of technology and creative education. In these areas, the school has not sufficiently clarified how the curriculum will increase pupils' understanding of subject content. In computing, for example, curriculum thinking is not sufficiently clear about how pupils in Years 9 to 11 should build on what they have learned in Years 7 and 8. This affects how well pupils are prepared for their next steps in learning in these curriculum areas.

Teachers assess pupils' recall and understanding of key knowledge and skills frequently. If teachers identify gaps in pupils' knowledge or spot misconceptions, they deal with these immediately. For example, in science, teaching checks that pupils use and understand scientific language accurately. When pupils struggle, adaptations are made to the planned learning so that pupils secure their understanding of the key vocabulary needed.

Leaders promote a love of reading. All pupils in Years 7 to 9 have a dedicated library lesson each week where they choose and read a rich range of books. Pupils and staff recommend books to one another, and pupils share their recommendations in assemblies. The curriculum is planned and taught to ensure that pupils get better at reading. However, approaches to identifying weaker readers, and the causes of the weaknesses, are not as rigorous as they could be. This reduces the impact of the school's work to make sure that well-targeted extra support for reading is provided should pupils need it.

Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as all other pupils. Using their assessments of pupils' needs, leaders and staff adapt the way the curriculum is taught so that pupils with SEND can be successful in their learning. The views of parents and carers and external professionals are sought, and help the school to plan and adapt the support provided.

Pupils' attitudes to their learning are extremely positive. In lessons, pupils are focused and support each other to do well. Lessons are not disrupted by any poor behaviour. Pupils move around the building calmly. They are respectful to staff and to one another. Pupils' enthusiasm for school is reflected in their high rates of attendance.

Leaders make sure that pupils have rich experiences beyond their taught curriculum. Pupils learn about the diversity of religious beliefs in the UK, and they visit a variety of places of worship, including a synagogue and Westminster Abbey. Visits to the Natural History Museum and the Science Museum are organised to enrich what pupils are taught as part of the science curriculum. Pupils also enjoy going on trips to the theatre as well as residential trips to the Isle of Wight and Oxfordshire.

Pupils are keen to take on positions of responsibility, for example as prefects and anti-bullying ambassadors or as part of the 'Eco Team'. They also fundraise regularly for charity, collaborating with other schools and outside agencies. Through assemblies, tutorials and life skills lessons, pupils are taught a suitable programme for relationships and sex education. All pupils from Years 7 to 11 have dedicated lessons for careers. Pupils attend careers fairs and receive impartial advice about their next steps. In addition, all pupils in Year 10 undertake work experience to find out more about the world of work. Pupils are well prepared for the next stage of their education.

Staff are well supported by leaders and receive the training they need to carry out their roles effectively. Staff said that workload is manageable. They appreciate the way that leaders listen to them and respond to any issues they may raise. Parents are supportive of the school and they value the work that it does.

The proprietor, supported by the local governing body, fulfils its statutory duties, for example by making sure that arrangements to promote pupils' safety are suitable. The requirements of the independent school standards are met. However, the proprietor's and governing body's understanding of the curriculum is not as well

developed. This means leaders are not held to account fully for the quality of the curriculum on offer.

The school complies with Schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and proprietor)

- In some aspects of technology and creative education, expectations for what pupils should study are not as ambitious and carefully thought through as they are in other subjects. This means that the breadth and depth of pupils' knowledge do not develop as well as they could. The school should make sure that these areas of education are planned and taught to enable pupils to develop a suitably rich and detailed body of knowledge, with subject content learned in a progressive manner.
- The school's approach to checking pupils' progression in reading is not as purposeful as it could be. This means that, at times, actions taken to support pupils who are struggling with reading are not as timely and precise as is needed. The school should strengthen its approaches to identifying and putting in place extra help for reading when pupils need it.
- The proprietor's and governing body's oversight of the curriculum is not as rigorous as their oversight of other areas of the school's work. This reduces how well leaders are held to account for the curriculum that pupils experience. Those responsible for governance should strengthen their understanding of the quality of education on offer, and check that leaders' work is securing any necessary improvements.

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	136046
DfE registration number	312/6082
Local authority	Hillingdon
Inspection number	10286423
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	87
Number of part-time pupils	0
Proprietor	Ha-Meem Foundation
Chair	Adnan Wali
Headteacher	Fouzia Butt
Annual fees (day pupils)	£4,478.55
Telephone number	020 8707 0001
Website	www.ladynafisa.org
Email address	admin@ladynafisa.org
Dates of previous inspection	25 to 27 June 2019

Information about this school

- Lady Nafisa School is an independent Muslim day school for girls in the London Borough of Hillingdon.
- The school is registered for up to 80 pupils between the ages of 11 to 16. However, there are currently 87 pupils on roll. This means that the school is operating beyond its registration agreement with the Department for Education.
- The school's last standard inspection took place in June 2019, when the school was judged to be good in all areas.
- The school is located at Inglenook, Sipson Lane, West Drayton UB7 0JG.
- The proprietor is the Ha-Meem Foundation. There is also a governing body, with delegated responsibility for governance.
- 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and the deputy headteacher. Inspectors reviewed a range of documentation provided by the school to check compliance with the independent school standards. They also toured the school's premises.
- Inspectors carried out deep dives in these subjects: Arabic, art, mathematics and science. Inspectors visited lessons, reviewed pupils' work, met with pupils to discuss their learning and met with subject leaders and teachers. Inspectors also considered pupils' learning in other subjects, including physical education and history.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors met with groups of pupils. Pupils' behaviour in lessons and at playtimes was observed.
- Inspectors spoke to a range of staff about safeguarding, pupils' behaviour and staff's workload. Inspectors looked at parents' responses to Ofsted's survey.

Inspection team

Mark Smith, lead inspector

His Majesty's Inspector

Alison Moore

Ofsted Inspector

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