

Inspection of Noor Ul Islam Primary School

135 Dawlish Road, Leyton, London E10 6QW

Inspection dates: 10 to 12 December 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	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?

This small, nurturing school has a strong sense of community. The school helps pupils learn to be kind-hearted and thoughtful citizens. Pupils organise fundraising events and complete projects to support local charities. Pupils in Year 6 who are prefects help the youngest children to settle into school life. One parent echoed the views of many when they said: 'The school encourages children to grow, learn and thrive.'

Pupils at the school study a full complement of national curriculum subjects as well as Islamic religious studies and Arabic. The school has invested in new resources across curriculum areas in recent years. This has increased the ambition of the curriculum. Pupils have positive attitudes to their learning. They work hard in lessons and listen to their teachers. By the time they leave the school in Year 6, pupils achieve well and are ready for secondary school.

The school offers an exceptional range of extra-curricular clubs and opportunities. Weekly clubs include public speaking, kickboxing, engineering and calligraphy. Pupils learn about a range of cultures and faiths different to their own, encouraging a culture of respect. They learn about fundamental British values, such as democracy. Educational visits, including to the Houses of Parliament, help to bring their learning to life.

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

The new curriculum allows pupils to gain a more detailed understanding of the subjects they study. In English, pupils study a broad range of fiction and non-fiction texts, poetry and plays from a range of authors and genres. In computing, the curriculum introduces pupils to simple algorithms from Year 3 so that, by Year 6, they begin to use text-based programs such as Python. Pupils with special educational needs and/or disabilities (SEND) study the same curriculum as their peers. At times, teachers do not have sufficient information about pupils with SEND to offer them the best support in the classroom.

Teachers demonstrate secure knowledge of the subjects they teach. They use the resources from the school's curriculum to help pupils to apply their learning to different contexts. In mathematics, for example, they learn a variety of methods to solve increasingly complex problems. At times, teachers' explanations do not make clear the key knowledge that pupils should know. This includes subject-specific vocabulary. This means that, over time, some pupils do not remember as much of their learning as they could do.

The school has introduced new strategies for teachers to check what pupils know and can do. Teachers are still gaining familiarity with their use. Currently, teachers are not using these strategies routinely to identify knowledge gaps or misconceptions that pupils have.

The school encourages a love of reading. Every classroom has a well-resourced library corner. Teachers expertly model sounds when delivering the school's chosen phonics programme. Pupils learn to follow the programme's routines to sound and blend unfamiliar words with increasing fluency. The school identifies pupils who fall behind the phonics programme swiftly. These pupils receive excellent individual support to catch up with their peers.

Children become well known to staff at the school as soon as they join in Reception. Reception teachers tailor the learning activities each day to the emerging needs of the children. There is a strong focus on language and communication development and the learning of early mathematics. The school identifies the needs of children with SEND. Staff develop strong relationships with the parents and carers of pupils with SEND.

Children in Reception also learn to understand and manage their emotions through the stories they read and the discussions these promote. Pupils in Years 1 to 6 continue this learning through the school's personal, social and health education (PSHE) curriculum, which includes detailed learning about how to stay safe, including online.

Pupils behave well. The school encourages pupils to help one another and contribute to their school. For example, pupils in the school council help to make decisions about changes to the school environment. Pupils know the importance of regular attendance. The school works effectively with pupils and their families who struggle to attend regularly.

Staff are proud to work at this school. They trust school leaders and appreciate the many ways that the school helps to support their workload and well-being. The proprietor and governing body have strong oversight of the school's work. They understand their statutory responsibilities, providing appropriate support and challenge to school leaders.

The school knows and upholds its responsibilities under schedule 10 of the Equality Act. The school complies with the statutory requirements of the early years foundation stage.

The school has ensured that all of the independent school standards have been met.

Safeguarding

The arrangements for safeguarding are effective.

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

- When delivering new content, teachers do not check that pupils understand new learning routinely and use new subject-specific vocabulary accurately. As a result,

pupils sometimes do not secure new knowledge and subject-specific terminology in their long-term memory. Knowledge gaps and misconceptions can go unaddressed. The school should ensure that teachers use appropriate strategies to check what pupils know systematically and confirm that pupils understand and can use subject-specific vocabulary.

- At times, teachers do not ensure that they adapt learning to meet the individual needs of pupils with SEND. The information teachers receive about pupils with SEND does not routinely include the best strategies to help them learn. As a result, some pupils with SEND are not able to learn successfully alongside their peers. The school should ensure that the needs of pupils with SEND are well understood and that all staff who work with these pupils know how to best support them.

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	133517
DfE registration number	320/6061
Local authority	London Borough of Waltham Forest
Inspection number	10342036
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	178
Proprietor	Noor Ul Islam Trust
Chair	Yusuf Hansa
Headteacher	Hussain Shefaar
Annual fees (day pupils)	£3,600 to £4,600
Telephone number	020 8558 8765
Website	www.noorulislamprimaryschool.org.uk
Email address	primary.school@noorulislam.org.uk
Dates of previous inspection	8 to 10 February 2022

Information about this school

- The school is an independent Islamic primary day school.
- The school's most recent inspection was a monitoring inspection in October 2023, when the standards that were checked were judged to be met. The school's latest standard inspection was in February 2022. At that time, the school's overall effectiveness was judged to be good.
- The current headteacher took up post in September 2023.
- The school does not make use of any 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 evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. They also met with members of the school's governing body, including the chair of governors.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing and PSHE. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed a range of school policies and documents. This includes minutes of meetings held by the governing body and records of behaviour, attendance and admissions. Inspectors also reviewed documents related to health and fire safety and inspected the school premises.
- 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 considered the responses to the Ofsted online survey for parents, Ofsted Parent View. They also spoke to staff to consider their views on the school. There were no responses to the online staff or pupil surveys.

Inspection team

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