

Quwwat Ul Islam Girls' School

16 Chaucer Road, Forest Gate, London E7 9NB

Inspection date

11 December 2025

Overall outcome

The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1) to 2(1)(b)(ii), 2(2) to 2(2)(i), 2A1 to 2A(2), 3 and 4

- The school has a curriculum policy and a policy for the early years which meet the independent school requirements. All the specified areas of learning are included. The school has planned pupils' learning journeys in subjects across the age range from 3 to 16.
- The curriculum is well sequenced with effective induction into Nursery and transitions from Reception Year into Year 1, and from Year 6 into the secondary school. Plans outline how teaching will be adapted for pupils with special educational needs and/or disabilities (SEND). This includes pupils with an education, health and care (EHC) plan. There are processes for identification, targets and support for pupils to enable them to access the work and make progress. Schemes of work are regularly reviewed to stay up to date and meet the needs of the cohort, including when boys are admitted to the nursery class.
- Teaching activities are well planned and give pupils opportunities to practice and consolidate their learning. Teachers' use of modelling is strong. They show pupils how to do activities and ensure that they learn well and are confident in what they do. The learning environment is well resourced and rich in opportunities for pupils to explore language and vocabulary. Plans for the nursery class reflect these existing features.
- Phonics teaching is strong. Teachers are trained and adhere strictly to the scheme. They model sounds and use repetition to help pupils embed their phonics knowledge. Pupils can blend sounds for reading and use decodable books. Reading has a high profile in the school. Learning in early years and primary is strongly linked to a diverse range of engaging texts.
- The relationships and sex education (RSE) programme is part of the personal, social, health and economic (PSHE) education curriculum. The policy and schemes of work have been well planned and follow the guidance.
- In Reception and primary years, children focus on developing their own identity, self-expression and interests as part of their personal, social and emotional development.

They learn about different job roles in the community, such as a firefighter and a dentist. The school also offers a rich experience of engaging pupils in the wider world and the subject curriculum. This learning enables pupils to make the most of the more specific careers-orientated content in the secondary school.

- The school is likely to meet all the independent school standards (the standards) in this part if the material change is implemented.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5 to 5(d)(iii)

- The school puts its values of respect, aspiration and responsibility at the heart of pupils' personal development. Pupils learn how to take care of themselves and each other. There is a full personal development programme delivered through the curriculum, trips and events, including in the wider community. The planned curriculum for Nursery Year supports children to work towards the early learning goals.
- Pupils learn about their rights, responsibilities and British values, including Islamic values. There is a strong focus on understanding diverse Britain. Pupils learn about parliamentary democracy and develop an understanding of respect and tolerance for different groups of people. Pupils say they value learning about their own religion. The school aims for pupils to grow up to be responsible British Muslims who can contribute to their society.
- The school is likely to meet all the standards in this part if the material change is implemented.

Part 3. Welfare, health and safety of pupils

Part 6. Provision of information

Paragraphs 7, 7(a), 7(b), and 31(1) and 32(1)(c)

- The safeguarding team and staff are knowledgeable and experienced in supporting pupils of all ages. Pupils learn how to keep themselves safe.
- Leaders know their local community well and can identify the possible risks to pupils. They respond to and follow up on safeguarding concerns in a timely manner. They challenge external agencies to put the best support in place for pupils and their families.
- The single central record of pre-employment checks is complete and well organised. The school's safeguarding policy meets requirements. It is available for parents on the school's website.
- The school is likely to meet the standards that were checked, in this part, if the material change is implemented.

Part 5. Premises of and accommodation at schools

Paragraph 23(1) to 23(1)(c)

- The early years accommodation has been enlarged and redesigned. There is a large comfortable indoor area with separate classrooms for Reception and Nursery Years,

but which also provides space for joint activities. There are new toilets and washing facilities suitable for nursery-age children.

- In the primary school, there are suitable toilets for boys and girls, which are separate cubicles and can be locked from the inside. The cubicles include washing and drying facilities.
- The school is likely to meet the standards that were checked, in this part, if the material change is implemented.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1) to 34(1)(c)

- The trustees and school leaders have carefully thought through their rationale for extending the age range and admitting boys into the nursery in the first instance, and then into the primary school. They are implementing a comprehensive and detailed action plan to manage the change. They have considered all aspects, including the demand for places, funding, staffing and staff training.
- Trustees and school leaders have worked effectively over time with a variety of stakeholders and partners to develop staff expertise. For example, they have worked with external agencies, such as the local authority, and other schools. Leaders work well with parents and carers, offering regular workshops and other sustained opportunities for them to be involved in their children's education.
- The trustees are ambitious for their school. They have a wide range of expertise and a strong knowledge of the independent school standards. They work effectively with school leaders and hold them to account to ensure that the school continues to develop for the benefit of pupils and the community. The trustees have ensured that the standards that were checked as part of the inspection are likely to be met. There is a strong leadership capacity going forward.
- The school is likely to meet all the standards in this part if the material change is implemented.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change.

School details

Unique reference number	134627
DfE registration number	316/6066
Inspection number	10424745

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Other independent school
School status	Independent school
Proprietor	Quwwat Ul Islam Society
Chair	Faruk Patel
Headteacher	Shazia Member
Annual fees (day pupils)	Primary £4,230.00 per year and Secondary fees £4,470.00
Telephone number	02085484736
Website	www.quwwatulislam.com
Email address	Info@quwwatulislam.com
Date of previous standard inspection	11–13 June 2024

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	4 to 16	3 to 16	3 to 16
Number of pupils on the school roll	185	310	310

Pupils

	School's current position	School's proposal
Gender of pupils	Girls	Mixed (EYFS and Primary)
Number of full-time pupils of compulsory school age	185	310
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	6	15
Of which, number of pupils with an education, health and care plan	1	5
Of which, number of pupils paid for by a local authority with an education, health and care plan	1	5

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	11	11
Number of part-time teaching staff	26	26
Number of staff in the welfare provision	1	1

Information about this school

- Quwwat Ul Islam Girls' school is located at 16 Chaucer Road, Forest Gate, London E7 9NB.
- The school's previous standard inspection was in June 2024, when the school was judged to be good.
- Quwwat Ul Islam is a school for girls between the ages of 4 and 16. At the time of the inspection there were 185 pupils on roll. The school is registered to admit 310 pupils.
- The school does not use any alternative provision.

- The school has an Islamic ethos.

Information about this inspection

- The inspection was commissioned by the Department for Education to check whether the school was likely to meet the independent school standards if it were to extend the age range from 4 to 16, to 3 to 16, and for the primary phase to admit boys and girls. The inspection focused on parts 1, 2, 5 and 8 of the independent school standards.
- This was the first material change inspection about these changes. The inspection was conducted with two days' notice.
- The inspector held meetings with the headteacher, the head of early years and the primary lead, safeguarding leads, the SEND coordinator and the subject lead for PSHE.
- The inspector also met with 3 members of the trustees' education committee, representing the proprietor, including the chair of trustees. The inspector held a phone call with a local authority officer for early years.
- The inspector looked at policies and schemes of work and discussed them with leaders. The inspector visited classes in Reception and the primary school and looked at their work. The inspector met with a group of pupils.
- The inspector reviewed safeguarding records, the school's safeguarding policy, and leaders' processes for recruitment, including checking and recording the suitability of staff.

Inspection team

Janet Hallett, lead inspector

Ofsted Inspector

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