

# Noor Ul Islam Primary School

Independent School

Inspection report

DCSF Registration Number	320/6061
Unique Reference Number	133517
Inspection number	320368
Inspection dates	17-18 January 2008
Reporting inspector	Raminder Arora AI

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

---

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Alexandra House  
33 Kingsway  
London WC2B 6SE  
T 08456 404040

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

## Information about the school

Noor UI Islam Primary School is an Islamic faith school established in 2001. There are 156 pupils aged from 4 to 11, who mostly reside in the immediate catchment area of Waltham Forest in London. The school community is made up of children from various backgrounds, including Pakistani, Algerian, Bosnian, Mauritian and Somali children. Staff and pupils are all Muslims. 30 pupils speak English as an additional language and many are multilingual. There are 22 pupils with learning difficulties or disabilities. The school is run by a governing body comprising six trustees, the headteacher and a deputy head.

The school aims to *'motivate all pupils to achieve their academic potential; to inspire towards achieving excellence in Islamic conduct and social skills and to foster and develop, in every student, their service to Islam, particular communities and the wider society'*.

The school seeks to help pupils towards achieving understanding of their own faith and the role of Islam in their lives; it also seeks to teach the National Curriculum, as well as Arabic, Islamic and Quranic studies. This is the school's first published inspection report.

## Evaluation of the school

Noor UI Islam Primary School provides a good quality of education and meets its stated aims. Its curriculum is good and makes outstanding provision for pupils' spiritual, moral, social and cultural development. Teaching and assessment are good. As a result of the good curriculum and teaching they receive all pupils make at least good progress. Provision for pupils' welfare, health and safety is good. One parent commented, *'the school is well run by a strong team of headteacher and deputy, and a largely good, well trained staff.'* The school complies with all but one of the regulations for independent schools.

## Quality of education

The curriculum is good and covers a wide range of interesting activities and experiences throughout the school. It is broad and balanced and is supported by clear policies and guidance. The Foundation Stage curriculum builds systematically on children's skills and knowledge through play and investigation. In the main school all National Curriculum subjects are taught except music, which is compensated for

through the teaching of sound technology. The curriculum is planned well to meet the needs of all pupils and enables them to gain skills in literacy, numeracy and information and communication technology (ICT). The school's Islamic curriculum achieves a good balance between moral and spiritual education.

The school has an adequate ICT facility, which is used by all pupils on a regular basis. This facility is being further enhanced with the installation of ten interactive white boards. Pupils acquire satisfactory ICT skills, although opportunities to develop the use of these in all subjects are limited. The school is aware of the need to plan links between subjects to make learning more meaningful. There is appropriate emphasis on practical work by pupils to enhance their theoretical learning. Planning is sufficiently detailed to support teaching effectively. It is suitably modified to meet the needs of pupils with learning difficulties. The personal, social and health education (PSHE) and citizenship programmes reflect the Islamic ethos of the school.

Pupils enjoy and value the satisfactory range of extra-curricular activities and events such as the world unity week and the science week. At least three educational visits are organised per year for each year, but some parents would like this provision extended further. The lack of physical space and gym equipment limits pupils' physical experiences, but the school counters this by making good use of the local sports grounds and working in partnership with the London Wildlife Trust. Use of homework is good. Pupils are asked to complete work, find things out, or undertake simple rote learning tasks that support what they learn in class. In addition to good basic skills, pupils acquire good teamwork and communication skills that prepare them well for life in the future.

The quality of teaching and assessment is good. Much of the teaching seen was good. Children in the Foundation Stage benefit from a range of interesting and well-planned activities to promote their learning. The resources to support children's learning are sufficient, well organised and used skilfully in lessons.

Where teaching has a brisk pace and teachers' methods and tasks match pupils' learning styles, interest is maintained and pupils make good progress. In some lessons, planning does not match pupils' different rates of learning and as a result the teaching does not always stretch them. In a small minority of lessons, pupils' learning is affected due to the teacher's insecure knowledge of the subject. Teaching assistants are deployed effectively to support pupils' learning.

In almost all lessons, teachers use effective questioning to assess pupils' understanding and encourage the careful application of pupils' thinking skills. The school uses a range of tests to assess pupils' learning and monitor their progress. Teachers' marking shows pupils what they need to do to improve. Learning targets are set for each individual and are used as tools to maximise their learning, so that all make good progress.

## Spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, moral, social and cultural development is outstanding. Their spiritual and moral development is central to the school's aims and ethos.

A calm atmosphere is evident in lessons and pupils say that they are happy at school. They develop knowledge of spirituality through Islamic studies and this is further enhanced in lessons by their pleasure in learning new things. Their self-knowledge is developed through daily reflection, when they are encouraged to consider their actions and the impact of these on others. Pupils' growing self-esteem and confidence are supported through opportunities to participate in such activities as the London Schools Environmental Award. Their behaviour in lessons and around the school is outstanding. The school is increasingly developing opportunities to enable pupils to take greater responsibility, including the establishment of a school council, which is providing an important forum for pupils to develop an understanding of democracy and have an elected voice through which their views may be made known. Pupils' understanding of right and wrong and their respect for the law are supported through aspects of the curriculum such as PSHE; additionally, a local police officer visits the school to provide further support. Attendance is good and pupils arrive punctually for lessons. Concern for others in the wider community is demonstrated through support for a range of charities such as the NSPCC and Children with Leukaemia.

Pupils acquire a good general knowledge and appreciation of institutions and services in England through the range of school visits. Such provision lays secure foundations for their future personal development and economic well-being as pupils acquire very good basic skills and co-operational skills. They are encouraged to be aware of other cultures and pupils from different ethnic backgrounds work and play well together in the school.

## Welfare, health and safety of the pupils

The overall provision for pupils' welfare, health and safety is good. Procedures to ensure the well-being of pupils are outlined effectively, for example in the health and safety policy, and are reviewed regularly. The behaviour policy underpins pupils' outstanding behaviour and is understood well by both staff and pupils. There is a positive approach throughout the school by use of incentives and praise. Bullying is rare and pupils say that they feel safe in school. There are appropriate procedures in place to minimise risks in all circumstances and these are implemented adequately. However, monitoring to ensure the consistency of practice is not sufficiently rigorous. Pupils' attendance and punctuality are monitored effectively. Staff are well informed through training about procedures in child protection and receive regular updates. Fire safety is managed well and periodic checks of equipment are carried out carefully. Members of staff trained in first aid treat pupils who need first aid or prescribed medication sympathetically. All incidents requiring even minor first aid are recorded in the accident book. Pupils are aware of the need to stay safe, healthy and

fit. They eat fruit and drink water, but opportunities to participate in a daily fitness programme are limited. The school fulfils its responsibilities with regard to the Disability Discrimination Act 2002.

## Suitability of the proprietor and staff

The headteacher is diligent in the recruitment and selection of staff. Applicants are fully checked for their suitability to work with children before their appointment is confirmed. These include enhanced checks with the Criminal Records Bureau. A single central record is compiled to provide details of all requisite checks and their dates.

## School's premises and accommodation

The premises provide a safe, effective and pleasant learning environment. The classrooms are small but well organised and are suitably equipped for the education provided. There is a small computer suite, as well as a computer in each classroom. There is no school library, but this is well compensated for with regular visits to the local library by most classes. Due to the lack of physical space, the school does not provide school lunches. The small hall is used very effectively for packed lunches and a variety of other activities, including the weekly sports sessions for boys and girls.

The furniture and fittings are of good quality and are suitable for the age of pupils. The very small playground is maintained well. Staggered playtimes enable safe use of the playground. Due to the restraints of space, the school does not currently provide a first aid room for pupils who are ill.

## Provision of information for parents, carers and others

The provision of information to parents is good. The prospectus gives good information to parents and others about the school, setting out its ethos and policies on admissions, discipline and exclusion. It makes good reference to the curriculum offered and explains the policies on anti-bullying, child protection, health and safety and other matters. There are detailed procedures for making complaints. Parents receive reports on pupils' academic and personal progress. Nearly all say that they are sufficiently well informed of their children's progress. There is a regular newsletter and a school magazine is produced annually. The school has set up a website and is working towards developing it further.

## Procedures for handling complaints

The school has suitable procedures for dealing with complaints. To date it has received three written complaints that were dealt with successfully and did not require the involvement of the panel.

## Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of the premises and accommodation (standard 5) and must:

- provide appropriate facilities for pupils who are ill (paragraph 5(l)).

## What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- share the best practice in teaching and ensure that activities always give pupils a good level of challenge
- develop cross-curricular links to broaden the curriculum further, particularly with regard to the use of ICT.

## School Details

Name of school	Noor Ul Islam Primary School
DCSF number	320/6061
Unique reference number	133517
Type of school	Islamic faith school
Status	Independent
Date school opened	2001
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll (full-time pupils)	Boys: 83    Girls: 73    Total: 156
Number of pupils with a statement of special educational needs	Boys: 0    Girls: 0    Total: 0
Number of pupils who are looked after	Boys: 0    Girls: 0    Total: 0
Annual fees (day pupils)	£ 2400
Address of school	135 Dawlish Road Leyton London E10 6QW
Telephone number	0208 558 8765
Fax number	0208 558 5233
Email address	primaryschool@noorulislam.co.uk
Headteacher	Mr Aslam Hansa
Proprietor	Mr Yusuf Hansa
Reporting inspector	Raminder Arora AI
Dates of inspection	17-18 January 2008