

Inspection of Quwwat Ul Islam Girls' School

16 Chaucer Road, Forest Gate, London, E7 9NB

Inspection dates: 11 to 13 June 2024

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

What is it like to attend this school?

The school is a thriving community where pupils achieve well. Pupils have exceptionally positive attitudes to their learning. They are studious and responsible. The school is ambitious for pupils' futures. Pupils learn about the range of careers available to them. They are taught the importance of challenging stereotypes in the workplace.

The school's curriculum has undergone significant change in the last two years. The primary curriculum is now ambitious and well-sequenced. Teachers have identified the knowledge and skills they want pupils to learn from Reception and Year 1 right up to Year 11. Pupils are now taught coherent subject curriculums. They build their learning securely over time.

Pupils are encouraged to be role models to those younger than them. They take the lead in community events and help new pupils when they join the school. For example, pupils in the primary phase visit a local park to learn about conservation and to do litter picking. Secondary-age pupils are taught about their role in biodiversity and conservation through visiting a botanic garden.

Pupils are well-prepared for life in modern Britain. They receive age-appropriate information about themes including the importance of healthy relationships, looking after mental health, dealing with sexual harassment and the significance of consent. Pupils have opportunities to debate current affairs regularly and learn about religions and cultural traditions other than their own.

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

Teachers clearly explain new learning and carefully introduce subject specific vocabulary. Teachers check that pupils can use key terms accurately and understand new learning before moving on. In the early years, staff encourage children to develop their language and vocabulary through conversations and discussions. They help children in Reception to articulate their ideas and formulate opinions.

Teachers ensure that pupils have sufficient time to practise new learning before they move on. In science for example, secondary teachers model how to use and rearrange equations in physics. They give pupils time to apply this learning to increasingly complex problems until they have mastered this skill.

Teachers use a range of techniques to check what pupils know and can remember in lessons. They use effective questioning to probe pupils' understanding and identify any knowledge gaps. Teachers then adapt their next lessons to address any misunderstandings or misconceptions. In the early years, teachers check the progress of children regularly. They design future activities to support the individual developmental needs of each child. Teachers also use assessment to identify children with special educational needs and/or disabilities (SEND).

Pupils here love to read. They make weekly visits to the local library to borrow books. In English lessons, pupils gain a strong understanding of the contextual themes of the books they study. When studying *Jane Eyre* in Year 8 for example, pupils learn about the suffragettes and their campaign to secure the right for women to vote in elections and the treatment of those with disabilities during the time the book is set.

Teachers are well trained to teach phonics using the school's chosen systematic synthetic phonics scheme well. They model sounds accurately and identify and correct children swiftly when they mispronounce sounds. Pupils learn the skills they need to decode unfamiliar words. Staff quickly identify pupils who fall behind the reading programme. One-to-one support allows them to develop their reading accuracy and fluency so that they catch up with their peers. Children in Reception also learn Arabic sounds and letters.

There is a well-structured programme of careers education, advice and guidance in the secondary phase. This encourages pupils to focus on their learning in lessons and see the value in their education. Pupils across the school are exceptionally well-behaved. The school council works with school leaders to gather pupils' views and suggest changes in the school.

The school knows its pupils and their families very well. They work well with individual pupils to improve their attendance rates when needed. Staff understand the needs of pupils with SEND. They have the broad knowledge they need to help pupils with SEND to access the curriculum alongside their peers. At times, staff lack more specialised knowledge that would help pupils with SEND to flourish further.

Leaders have worked tirelessly to secure improvement in the school. Trustees and the board of governors have provided strong support to leaders. Staff appreciate the work of leaders to manage their workload and support their wellbeing.

The proprietor body has ensured that all the independent school standards and schedule 10 of the Equality Act 2010 are met. They ensure that the school's premises are well maintained. Risk assessments and health and safety checks meet requirements.

Safeguarding

The arrangements for safeguarding are effective.

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

- At times, staff lack the expertise they need to ensure that pupils achieve the best possible outcomes. This includes the specialised knowledge of different special educational needs and/or disabilities that would enable pupils with SEND to flourish further. Leaders should ensure that all staff have the skills and expertise

they need to carry out their roles to have the maximum positive impact on pupils' outcomes.

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	134627
DfE registration number	316/6066
Local authority	Newham
Inspection number	10322581
Type of school	Other Independent School
School category	Independent school
Age range of pupils	4 to 16
Gender of pupils	Girls
Number of pupils on the school roll	214
Proprietor	Quwwat Ul Islam Society
Chair	Faruk Patel
Headteacher	Shazia Member
Annual fees (day pupils)	Primary £3,425 per year Secondary £3,625 per year
Telephone number	020 8548 4736
Website	www.quwwatulislam.com
Email address	Info@quwwatulislam.com
Date of previous inspection	14 to 16 June 2022

Information about this school

- The school's previous standard inspection was in June 2022, when the school was judged to be requires improvement.
- The school has appointed a new chair of trustees who took up position in May 2024.
- The school does not use any alternative provisions.
- The school has an Islamic ethos.

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 third routine inspection the school received since the COVID-19 pandemic began. 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 school leaders. They met with representatives of the governing body, including the chair of trustees.
- Inspectors carried out deep dives in these subjects: reading, English, science, computing and Arabic. For each deep dive, inspectors held discussions about the curriculum, 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.
- To evaluate the effectiveness of safeguarding, the inspector/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 spoke to parents on the school gate. They also considered the views of parents through their responses to the parent survey, Ofsted Parent View.
- The views of staff and pupils were gathered through discussions with inspectors during the inspection. Inspectors also considered responses to Ofsted's staff survey and pupil survey.

Inspection team

Annabel Davies, lead inspector

His Majesty's Inspector

Rebecca Iles-Smith

His Majesty's Inspector

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