



# School Evaluation Form

## 2021 - 2022

*We work to create an inspiring learning centre in which individuals can blossom and flourish to achieve spiritual, academic and personal excellence in all that they do. Students are nurtured to contribute to the success of their families, communities, society and the world around them.*

Respect

Perseverance

Organisation

Teamwork

Listening

## *We believe we are now an outstanding school*

Lady Nafisa school is an independent faith school in West Drayton in the London Borough of Hillingdon. It moved to its current premises in January 2018 and was previously located in Hounslow. There are 74 pupils currently on roll and demand for places is growing. Class sizes vary from 10-20 (the current maximum number per class). Most pupils come from Somali, Pakistani or Arab heritage and none are at the early stages of learning English. The site is a converted nursery, housing a purpose-built science lab and classroom on the ground floor. There is a large hall/classroom on the first floor and separate school library. Two portacabins located in the woodland area are used as classrooms. There is a paved play area as well as a grassed 'woodland' area for pupils to use during break and lunch. PE takes place on site and on Harlington Playing fields near the school.

### **Our Vision**

We work daily towards creating *an inspiring learning centre in which individuals can blossom and flourish to achieve spiritual, academic and personal excellence in all that they do. Students are nurtured to contribute to the success of their families, communities, society and the world around them.* This vision is embedded within the school community and permeates through everything that we do. It is shared and constantly revisited with stakeholders (students, staff, parents, the wider community) via INSETS, staff meetings, induction, parents meetings, newsletters and school events. We always start with Why.

### **Our Mission (How will we make our vision a reality?)**

We seek to:

- Create a culture of achievement at all levels of ability;
- Adopt a forward-looking and innovative approach to learning that reflects our awareness of current and future trends without sacrificing traditional strengths;
- Provide high-calibre staff who are themselves open to learning and who are given opportunities for continuing professional development;
- Provide a God-centred learning environment with a vibrant atmosphere and within it a sense of purpose and a climate of open friendly communication built through mutual trust and respect;
- Provide moral and spiritual guidance to students so that they can fulfil their full potential as human beings to become true and sincere worshippers of God;
- Develop a deep love for the final Prophet of God, Muhammad (Peace and Blessing be Upon Him) and follow his life and practice.

### **Our aims (How will we know we've got there?)**

Lifelong learners – we aim to develop self-motivated learners with an enquiring attitude who aim for the highest standards in all that they do;

Learning environment – we aim to create a stimulating and happy environment in which all learners can fulfil their potential and in which we celebrate their achievements in all areas;

Curriculum for achievement – we aim to provide a broad and balanced curriculum in which learners can excel and exceed beyond their expectations;

Respect for all – we aim to establish a courteous, caring and disciplined community in which self-respect, self-discipline and a sense of responsibility are fostered along with concern for others;

Partnership – we aim to sustain and nurture the close partnership between home, school and the local community;

Islamic holistic education – God has mandated beauty and excellence (Ihsan) for all things. We aim to imbue a deep sense of *ihsan* in all aspects of our learning journey.

We have worked to develop a culture of working hard, our school motto is *Man Jadda Wajada* (Whoever Strives Shall Succeed), personal excellence and spiritual connection. We have identified five key characteristics we endeavour all students embody during their time at LNS and beyond. They are:

**Respect**

**Perseverance**

**Listening**

**Teamwork**

**Organisation**

We believe embodying these characteristics lead to successful, content, fulfilled lives. Each week, pupils are chosen who have embodied any one of these characteristics and they are awarded a gold star pin to wear on the lapel of their blazer and be identified as 'Star of the Week'.

### **Notable Strengths**

- **Year on year excellent GCSE results**
- **Teachers are experienced practitioners with specialist subject knowledge. "Teachers have strong subject knowledge and design creative and interesting activities for pupils." [Ofsted 2019]**
- **Islamic studies and developing spirituality are cornerstones of school life**
- **High levels of progress made across KS3 and KS4**
- **Safeguarding is embedded and staff are knowledgeable and highly vigilant about reporting concerns.**
- **Strong pupil voice. "Pupils have many opportunities to develop their leadership skills and make a difference to their school community." [Ofsted 2019]**
- **Strong careers programme starting from KS3. "Pupils are well prepared for the next stage of their education through the careers and work experience programme." [Ofsted 2019]**
- **Supportive SMT with strong working relationships with staff**
- **Staff retention is exceptionally high (77% of staff have been with us for more than five years)**
- **"The provision for pupils' spiritual, moral, social and cultural development is strong" [Ofsted 2019]**

Over the past few years, the school has transitioned KS3 from three years (Yr 7 –9) to two years (Yr 7-8). However, many subjects do not formally start the GCSE material until Yr 10. This change has been slow to implement to ensure the curriculum is not narrowed too quickly and to also give time to reflect on each cohorts' particular circumstances. Despite small class sizes, students are given a range of GCSE options and the school is always open to starting new courses based on student feedback. Student voice is a strong feature at LNS.

Pupils join the school after sitting a basic entrance exam in English and Maths which is pitched at Year 6 level, followed by an interview with the Headteacher. Not everyone who is offered a place has passed this exam, however, the assessment gives a good indicator as to their starting levels. Due to covid, we do not have Year 6 SATs data for past two years but based on performance in entrance exams, most students offered a place are below average. We baseline test again once students start school and these tests are used to set target levels for Year 7 and GCSE projections.

### **2021 - 2022**

#### **% of students entering year 7 below national average - from CAT4 data:**

National average is 100

67% of our students scored below 100 (12 out of 18)

The school supports pupils with SEN via identification of needs (as most have not been identified in previous settings) and providing additional support plans. Parents are strongly encouraged to pursue a formal assessment of needs if appropriate. The school supports these pupils throughout their time at LNS. We currently have one pupil in Year 7 with an EHCP and we are supporting two students in Year 9 to pursue an EHCP.

#### **Selection of student feedback from this year**

“It was a highly enjoyable and fun experience for me and allowed me to share my science passion with others and boosted my confidence, strengthening my hopes of becoming a primary school teacher in the future.”

“I was amazed to see how democracy works and how my government is run with a Houses of Commons and Lords, which I never knew about.”

“I felt very happy as I have never helped organise something as big as this spectacular event.”

“Alhamdulillah, as we are a small school, bullying isn't a major issue here; nevertheless, Ustadha Fouzia did a unique assembly on anti-bullying, conveying the perspective of the bully, who faces problems too.”

“Despite the majority of the year being remote learning, this year has been bursting with fun events either online or physically in line with government guidelines.”

### **Progress since last OFSTED inspection**

#### **Developing the assessment process further**

We have done this by running a half day INSET on how we assess pupils to ensure clarity for all staff. We have introduced baseline line testing for Year 7 in English, Maths and Science using standardised tests. This data has been used to set end of year targets at the start of the academic year. We have also introduced colour coding in the termly reports to make assessment data easier to understand for parents and students alike. Progress made within the academic year is also tracked and colour coding data means parents can see ‘at a glance’ how their daughter is progressing. Assessment pathways have also been introduced and shared with students and parents, so everyone understands the pathway they are on and how to move onto a higher pathway. More teachers are using standardised end of term assessments with 9-1 grading. There is a move towards regular low stakes testing across subjects, particularly in KS4. We have kept three data drops in the year and after each drop, data is reviewed to identify pupils who are not making expected progress. A plan is put in place to support these pupils who may then require one-to-one intervention or targeted small group intervention.

#### **Ensure students complete work and presentation is excellent**

We have done this by holding a session on student presentation during INSET training. This means all teachers are clear about the school's expectations on presentation. Presentation is also addressed via tutor time at the start of every term and pupils must complete the presentation crossword. Regular book scrutiny and learning walks

ensure senior leaders are constantly looking at books and ensuring standards are high. Stars of the Week award includes one for Organisation and often teachers award it to a pupil who has produced well-presented work/notes. At the front of every exercise book, students stick a summarised student-friendly review of presentation rules. These are also displayed in every classroom and teachers refer to them as appropriate in lessons. Staff are also advised, as appropriate, to use a proportion of lesson time for pupils to go back through books and catch up on any incomplete tasks. Incomplete classwork or homework must be completed on the same day during intervention sessions.

### **Exceptional outcomes for pupils**

Pupils engage with a rich and well-taught curriculum which leads to excellent GCSE results year after year. Despite the challenges of Covid this year and last year, pupils have continued to make exceptional progress. This year's results are as follows:

Number of candidates **10**

% achieving 5 or more A\*-C **100%**

% A\*-A (9-7) **38%**

% A\*-B (9-6) **61%**

% A\*-C (9-4) **97%**

% A\*-C in Maths (9-4) **90%**

% A\*-C in English Lang (9-4) **100%**

% A\* - C in Eng Lit (9-4) **100%**

% A\*-C in Combined Science **83%**

% A\*-C in Separate Science **100%** (92% A\*-A)

% A\* - C in History **100%**

% A\* - C in Arabic **100%**

% A\* - C in Art **100%**

Pupils leave LNS well prepared for life due to our excellent bespoke careers programme which starts from KS3. We have an appointed careers advisor who support pupils in applications for post-16 places. Destinations for pupils include: Lampton School, The Heathland School, Nonsuch High school, Cranford community, Tiffin Girls and so on.

## Focus Area 1

### The Quality of Education

#### 1.1 Curriculum

We offer a broad and balanced curriculum with pupils studying all available subjects throughout Year 7 and Year 8. At the start of Year 9 pupils choose GCSE options which are usually between Art and another subject. All pupils must study a language at GCSE and this year we have introduced the option of studying two. A typical timetable breakdown is as follows: \_\_\_\_\_

	MATHS	ENGLISH	SCIENCE	ARABIC	QURAN	PE	FRENCH	ART	IS	HISTORY	RE	GEOG	LS	CS	CL & Lib
YEAR 7	4	4	3	4	4	2	2	2	4	2	1	1	1	1	1
YEAR 8	4	4	3	4	4	2	2	2	4	2	1	1	1	1	1
YEAR 9	5	4	4	4	3	2			4	4	3	0	1	0	1
YEAR 10	5	5	7	4	2	2			1	4	3	0	1	0	1
YEAR 11	5	5	9*	4	2	2			1	3	0	0	1	0	1

All pupils study LS (Life Skills) which is a bespoke subject which incorporates PSHE and aims to teach many other skills pupils need for successful adult-life. It offers an opportunity to build talent and participate in a wide range of modules beyond the National curriculum.

With many of our pupils going on and studying STEM subjects, we also offer Triple Science GCSE. All pupils take GCSE RE in Year 10 as much of the content for GCSE Islam has already been completed in Islamic Studies. This has proved successful as it reduces the burden of final exams in Year 11. This year we have introduced Computer Science in KS3 and will look to develop this into the full GCSE course over the coming years.

#### Library and Cultural literacy

At LNS, it is important that we give pupils cultural capital. We consider cultural capital to be “...the **acquainting ourselves with the best that has been known and said in the world, and thus with the history of the human spirit.**” (Mathew Arnold), particularly informing our pupils with the tremendous cultural contributions of Great Britain. We do this through events, extra-curricular activities, trips and residential experiences, careers programme, curriculum, school library, leadership opportunities (prefects, student council, editors), oracy, work experience and Student Voice. One way we expose our students to great works of literature is via ‘library and CL’ lessons where students watch dramatizations of modern classics as well as classics.

Our curriculum is designed to build and expand on previous skills and subject knowledge, over a 5-year period. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall. Our pupils are taught by well-qualified and experienced teachers. Teachers are subject specialists and we have

strong links to our local teacher training college in Hounslow. We have a SENCO and a deputy SENCO to support the quality of SEND education for teachers. We run various parent-pupil meetings throughout the year to enable parents to best support their daughter and work in partnership with the school.

Subject leaders have undertaken a full curriculum review across all departments and subject policies developed which clarify intent, implementation and impact in their subjects. Subject leads conduct subject reviews annually and use them to inform planning and teaching. This is done across all subjects at KS3 and KS4. The head teacher has completed a course in curriculum design in 2021 led by Chris Quigley and learning was shared with staff via INSET.

We provide additional intervention sessions afterschool specially targeted to support students who are not achieving expected levels or who want to pursue a topic in greater depth. During both lockdowns, we ran live lessons daily across all year groups and once schools reopened, we continued to offer learning through a blended approach (for students who were self-isolating or vulnerable to Covid). This was positively received by parents (87.5% considered the quality of Zoom lessons to be at least Good and 75% felt their daughter received an adequate level of education during the lockdown).

The school offers a range of afterschool clubs which are often over-subscribed including Karate, Writing for Pleasure and Football club.

## **1.2 Quality of Teaching and Learning**

At LNS, our pupils are taught by well-qualified and experienced teachers. The school is also linked with our local teacher training establishment (West Thames College) to support unqualified teachers to gain QTS. Our Headteacher and many staff members are well qualified, possessing a range of qualifications including NPQH, Masters, etc. We aim to develop self-motivated learners with an enquiring attitude who aim for the highest standards in all that they do. We also aim to create a stimulating and happy environment in which all learners can fulfil their potential and in which we celebrate their achievements in all areas.

Staff conduct regular low-stakes testing to monitor and assess pupil knowledge and understanding. The T&L Lead has developed a bespoke programme for CPD using “Teach like a Champion” as a framework. Teaching ideas and tips are shared via the Monday Memo and through staff meetings.

Lesson observations indicate that the vast majority of lessons taught are of a high quality, with 100% judged as good or better. This is also indicated through Pupil Voice, (views of students are sought through student feedback surveys at the end of the academic year) where pupils say they enjoy their learning (See appendix). The information from lesson observations and other feedback (book check, pupil voice, learning walks) help to inform effectiveness of teaching and considered in each department’s subject reviews and future planning.

## **1.3 Impact**

Experienced staff and small class sizes means teachers are well aware of student levels. Their knowledge supported by assessment data is used ensure correct interventions and support are in place for pupils to enable them to make maximise their progress. Feedback from Year 7 tutor evening shows that Year 7 pupils settle well and enjoy life at LNS. Parent questionnaires are overwhelmingly positive with parents feeling that their child is safe and happy at the school and making good progress. Student feedback below highlights consistently high levels of satisfaction across all subject areas in both keystages, with increases in students feeling they have progressed and students feeling they can approach the teacher if they need help.



### Average % of students at KS3 that strongly agree or agree



### Average % of students at KS4 who strongly agree or agree




We have a selection of pupils who join the school each year, these are often pupils with difficult circumstances including those pupils who may have been bullied in other schools or have not been attending school and are home educated. We work hard to incorporate these pupils into our school and have introduced a New Student Initiation afternoon.

## 2020-2021

	KS3 ANALYSIS		
SUBJECT:	% UNDER TARGET	% AT TARGET	% EXCEEDING TARGET
English	70	20	10
Maths	30	30	40
Science	50	20	30
Arabic	30	50	20
RE	0	80	20
Geography	20	80	0
Art	10	60	30
French	60	30	10
History	10	60	30

## 2021-2022

	KS3 ANALYSIS		
SUBJECT:	% UNDER TARGET	% AT TARGET	% EXCEEDING TARGET
English	0	56	44 

+ 34%

+ 49%

<b>Maths</b>	0	11	89 ↑	
<b>Science</b>	0	44	56 ↑	+16%
<b>Arabic</b>	0	22	78 ↑	+58%
<b>RE</b>	0	22	78 ↑	+58%
<b>Geography</b>	0	22	78 ↑	+78%
<b>Art</b>	0	11	89 ↑	+59%
<b>French</b>	33	56	44 ↑	+34%
<b>History</b>	0	11	89 ↑	+59%

Comparing data from 2020-2021 and 2021-2022, there are significant increases in students achieving and exceeding end of keystone targets. Several factors have contributed to this, the previous cohort were impacted by Covid and the lockdown therefore this would have affected their outcomes. To remedy this, more focused and targeted interventions were introduced this year and have been successful at bridging gaps. We will continue to employ this strategy moving forward.

## 2021-2022

	KS4 ANALYSIS			
SUBJECT:	% UNDER TARGET	% AT TARGET	% EXCEEDING TARGET	
<b>English Lang</b>	18	36	46	+33%
<b>English Lit</b>	-53% 9	36	55	+55%
<b>Maths</b>	36	45	19	
<b>Science</b>	33	58	9	
<b>RE</b>	9	55	36	
<b>Arabic</b>	25	37	37	+8%
<b>Art</b>	0	50	50	
<b>Biology</b>	25	75	0	
<b>Chemistry</b>	0	50	50	
<b>Physics</b>	25	25	50	
<b>History</b>	0	50	50	

Most students achieved or exceeded their end of year targets across all subjects. For Science, some of the advance information produced by the exam board proved to be a hinderance as it was not true to what was found in the final exams. Due to the impact of Covid, there was less time than normal for students to complete practice questions with the support of a teacher in Science and Maths. Interventions helped remedy this situation.

### End of Year Data (July 2021)

	% below expected progress	% making expected progress	% making excellent progress
Year 7	9	68	23
Year 8	33	44	23
Year 9	28	40	32
Year 10	39	35	26
Year 11	8	34	58

### END OF YEAR DATA (JULY 2022)

	% STUDENTS WHO DID NOT MEET THEIR TARGET	% OF STUDENTS WHO MET THEIR TARGET	% STUDENTS WHO EXCEEDED THEIR TARGET
YEAR 7	1%	16%	83%
YEAR 8	7%	42%	51%
YEAR 9	39%	31%	36%
YEAR 10	21%	17%	62%

Comparing end of year target data from the last two years highlights a significant increase in students exceeding end of year targets. The percentage of students not achieving their end of year targets in Year 7, 8 and 10 has drastically reduced. There are several reasons for this increase: we introduced target sharing early in the academic year which motivated students to work towards their goal. Interventions after school have also supported students to fill gaps in learning. The quality of teaching has continued to strengthen with more experienced staff and greater focus on teaching practice. All observed lessons were outstanding.

End of KS4 Data:

	Eng Lang	English Lit	Arabic	RE	Maths	Science Double	Biology	Chemistry	Physics	History	Art	I.S
1	5	4	6	4	2	U	-	-	-	4	-	Merit
2	8	7	6	9	6	-	8	9	8	7	-	Distinction
3	6	6	5	6	5	77	-	-	-	6	-	Merit
4	6	6	9	6	5	66	-	-	-	6	-	Distinction
5	6	6	7	8	8	-	9	8	6	7	-	Distinction
6	5	6	4	6	4	54	-	-	-	6	-	Merit
7	5	5	4	6	5	65	-	-	-	4	-	N/A
8	9	9	8	9	9	-	8	9	8	-	-	Distinction
9	9	8	-	-	7	-	7	8	7	7	8	N/A
10	5	4	-	5	5	55	-	-	-	-	4	N/A

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Number of candidates	12	9	13	7	12	9	10
% achieving 5 or more A*-C	100	100	100	100	100	100	100
% A*-A (9-7)	45	47	30	31	41	53	38
% A*-B (9-6)	78	72	59	48	55	72	61
% A*-C (9-4)	92	92	93	86	100	100	97
% A*-C in Maths (9-4)	92	100	92	86	100	100	90
% A*-C in English Lang (9-4)	92	100	92	100	100	100	100
% A* - C in Eng Lit (9-4)	100	100	100	100	100	100	100
% A*-C in Double Science	100	100	100	100	100	100	83
% A*-C in Triple Science	94	100	n/a	n/a	n/a	100	100

	NATIONAL BENCHMARK (A* - C)	TARGET for 2022 (% students)	RESULTS 2022

	<b>OR (9-4)</b>	<b>achieving 9 - 4)</b>	
ENGLISH LANG	69.8	100	100
ENGLISH LIT	77.5	100	100
MATHS	64.9	100	90
SCIENCE (DOUBLE)	60.5	100	83
SCIENCE (TRIPLE)	92	100	100
ARABIC	93.4	100	100
RE	76.7	100	91
HISTORY	70.7	100	100

This was the first year since the pandemic where students sat examinations which were externally assessed. Due to the ongoing impact of Covid, we anticipated a drop in GCSE grades, however comparing all grades to the 2019 results, in every subject grades have improved. There is a slight dip in Combined Science, which in all previous years has always achieved excellent grades. This was the consequence of under performance by one student. We have exceeded national benchmarks for all subjects once again.

### **Current Data (Autumn Term 2021)**

<b>Year</b>	<b>% NOT on track to meet target</b>	<b>% ON track to meet target</b>	<b>% already MET or EXCEEDED target</b>
<b>Year 7</b>	1	18	81
<b>Year 8</b>	10	67	23
<b>Year 9</b>	22	65	13
<b>Year 10</b>	13	63	24
<b>Year 11</b>	20	51	29

Analysis

- High % of year 7s exceeded targets in the first term. This could be due to CAT test data which positions 67% of students working at below average level.
- Year 11 have higher % of those below expected than other year groups. This data has been produced after their first set of FULL GCSE mock exams, especially for History.
- Year 9 have lowest % of students exceeding. This could be due to the jump from KS3 to KS4. Many subjects start GCSE content at the start of Year 9 which stretches students already.

### Current Data (Spring Term 2022)

Year	% NOT on track to meet target	% ON track to meet target	% already MET or EXCEEDED target
Year 7	4	21	75
Year 8	11	58	31
Year 9	20	51	36
Year 10	11	38	51
Year 11	37	24	39

#### End of term 2 data analysis:

\* In years 7-10 80% of students are on track or have already met their end of year targets

\* In year 10 51% of students have met or are exceeding their end of year targets, after school targeted intervention has helped to boost outcomes in year 10

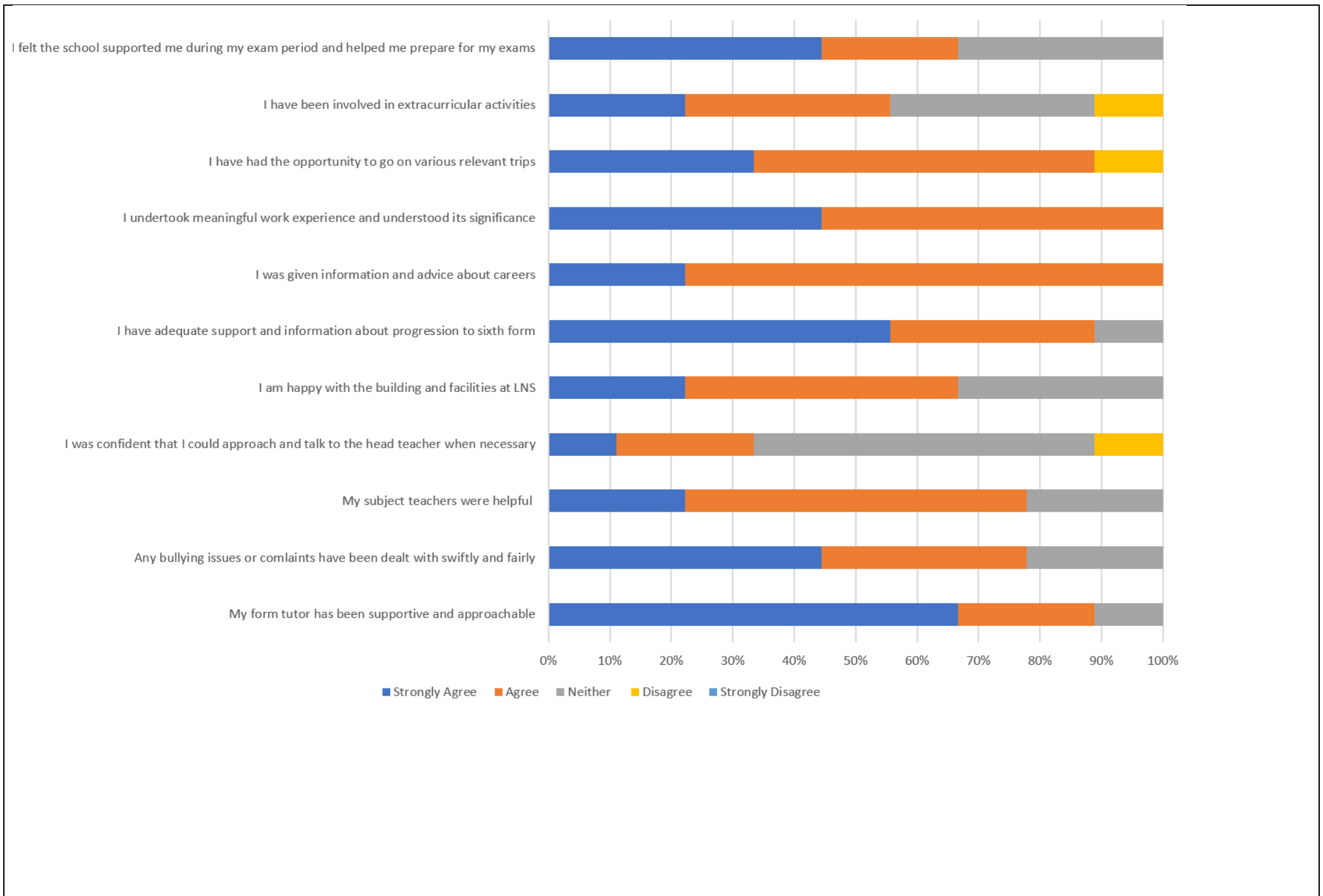
\* From year 7-10 only 3 students have been identified as not being on track in 3+ subjects

\* Year 9 has the highest % of students not on track to meet their targets (20%) many in History and Science. Students finding the lesson pace and style of GCSE questions quite different to KS3 - parents evening to highlight how students can improve and interventions after school now that year 11 have left

## **Year 11 feedback data (May 2022)**

- \* About 90% of students agree or strongly agree their form tutor was helpful and approachable
- \* 100% of students agree or strongly agree they were given advice about careers
- \* 100% of students understood the work experience and found it meaningful
- \* About 90% of students agree or strongly agree that they were given information about sixth forms and progression
- \* About 90% of students agree or strongly agree they had opportunities to go on relevant trips





## Focus Area 2

### Behaviour and Attitudes

We have a warm and friendly atmosphere in LNS where pupils feel safe and often socialise in mixed age groups. There is a strong sense of community and comradery which is most vividly manifest during whole school events like the Science Quiz, Quran Queen Competition, International Day. This year saw an influx of pupils entering mid-year and every pupil has settled in quickly and found their place in LNS. In the six-week review meetings with new parents, 100% agreed their daughter had settled in well in LNS.

There is a strong ethos of working hard as one student who joined Year 9 this year wrote in her feedback, "Since coming to Lady Nafisa School I feel I have learned way more than [when] I was in state school because everyone messed around in state school and I actually feel I am learning something at Lady Nafisa school. It has also motivated me to study at home to excel further in subjects. Overall, it has been a very good experience so far and the teachers help me and understand me." A new year 7 pupil noted "Since coming to Lady Nafisa I feel I have improved my learning and worked harder at home like when I did the exams, I revised more than I would normally do."

We have appointed a Behaviour Lead and have been monitoring behaviour more closely. Incidents of bullying are rare, and pupils feel safe in school. We deal with serious incidents according to school policy which has been reviewed (and shared with all stakeholders) to be clearer and more transparent on how we deal with issues. We analyse data to identify trends and are quick to follow up on any incidents. We have built strong working relationships with parents who are involved via telephone calls and/or face to face meetings with regards to any concerns about their daughter's behaviour. Our meticulous records in 'Reporting Concerns' means we are often able to pre-empt issues before they arise and work with pupil and parents to overcome potential barriers.

We have moved more towards internal fixed term exclusions (as opposed to external) to ensure learning is not negatively impacted, especially in light of Covid-19. Once a pupil has had a fixed term exclusion, she meets with the Behaviour Lead and/or Head teacher to ensure smooth reintegration into school. The aim is for restorative conversations and any grievances are noted and followed up in an appropriate manner. Following any serious incident, SLT look to see if there are any changes that need to be implemented as a consequence. We have no pupils in the last three years who have been permanently excluded.

The Adab and Behaviour policy is reviewed annually by staff to make sure it remains relevant and fit for purpose. Being a faith school, our expectations for behaviour and sanctions do not always align with maintained schools thus exclusion data is not comparable. For example if a pupil using foul language, they are given an immediate fixed term exclusion.

ACADEMIC YEAR	NO. OF EXTERNAL	NO. OF INTERNAL	TOTAL
2016-2017	5	5	10
2017-2018	3	0	3
2018-2019	7	2	9

2019-2020	2	0	2
2020-2021	4	5	9
2021-2022	5	1	6

### Attendance and Punctuality

We have appointed an Attendance Officer and a lead for improving punctuality. The pandemic caused issues for attendance as many parents work in the services industry or NHS and were negatively impacted by Covid-19. Despite this, we ensured rigorous monitoring online with daily register taking and immediate follow up if pupils were absent.

	2017-2018	2019-2020	2020-2021	2021-2022
Year 7	92%	99%	96%	95%
Year 8	85%	95%	92%	94%
Year 9	88%	96%	92%	92%
Year 10	93%	96%	91%	92%
Year 11	92%	97%	95%	95%

## Focus Area 3

### Personal Development

Personal development is a real strength of the school as highlighted in both Ofsted reports:

The school's work to promote pupils' personal development and welfare is outstanding. [2016]

The provision for pupils' spiritual, moral, social and cultural development is strong. [2019]

The curriculum is broad and extends beyond the academic. The school year is littered with events (International Day, BHM, No Pens Day, Seera Week, Mitzvah Day etc) and trips (theatre, Kew gardens, Science museum, Parliament, Westminster Abbey etc) which enhance learning and bring high levels of engagement from pupils.

**SMSC and British Values** are an integral part of our curriculum and are covered using a variety of approaches. These include Life Skills lessons, tutorials, lessons and assemblies. These are delivered by staff and a range of external providers including visiting speakers and specialist providers. Our RSE programme is thorough and relevant to meet the needs of our students. It is also delivered through a range of means including: Life Skills lessons, RE, Islamic studies, assemblies, tutorials, visiting speakers.

## Life Skills

Life Skills is a stand-alone subject which incorporates PSHE, SMSC, RSE and aims to teach many other skills students need for successful adult-life. It is a bespoke subject which meets the needs of learners in LNS. It is taught to every class. We want students to have the knowledge, skills and understanding they need to lead God-centred, confident, healthy and independent lives. Life Skills offers an opportunity to build talent and participate in a wide range of modules beyond the academic curriculum.

A snapshot of Life Skills modules:

Life Skills teaching plan 2021-2022

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Sewing MH	Friendships & Feelings OQ	Cooking KI+SM	Careers & Current Affairs TS	Drama HJ	Nasheeds KI
8	Cooking SM + TH	Careers & Current Affairs TS	Drama HJ	Nasheeds HJ	Knitting MH	Public Speaking HJ
9	Nasheeds KI	Sewing TH	Moneysense FB	Emotional Wellbeing OQ	Cooking SM+KI	Drama OQ
10	Moneysense FB	Careers + WE prep SS	Knitting MH	First Aid FB	Current Affairs TS	Cooking TH+TS
11	Study Skills+ Careers SS	Public Speaking HJ	Yoga OQ +Careers SS	Cooking SM+KI	XXX	XXX

All pupils in Year 10 complete a compulsory one week Work Experience placement (with an option of increasing it to two weeks). Staying safe online is taught explicitly to pupils through Computer science and assemblies, as well as Internet safety awareness days. We also share relevant information with parents about keeping safe online.

We vigorously promote positive mental health of our pupils and staff. During the lockdown, we launched a 4-week wellbeing programme to encourage students to get active, practice mindfulness and take up a hobby. We have appointed a Well Being Lead for students and staff who meets students for one-to-one support sessions and/or group activities. She is trained as a Mental Health Champion (Place 2 be) as well as Mental Health First Aid trained. Students can self-refer and arrange a session with the

Well being lead. This gives ownership to pupils of managing ones mental health, although, the DSL can also refer students as deemed necessary. Staff have set up a well-being group which meets monthly and coordinate a variety of activities to support positive mental health for staff. We have increased PE sessions for all students (twice weekly) and launched several sports clubs.

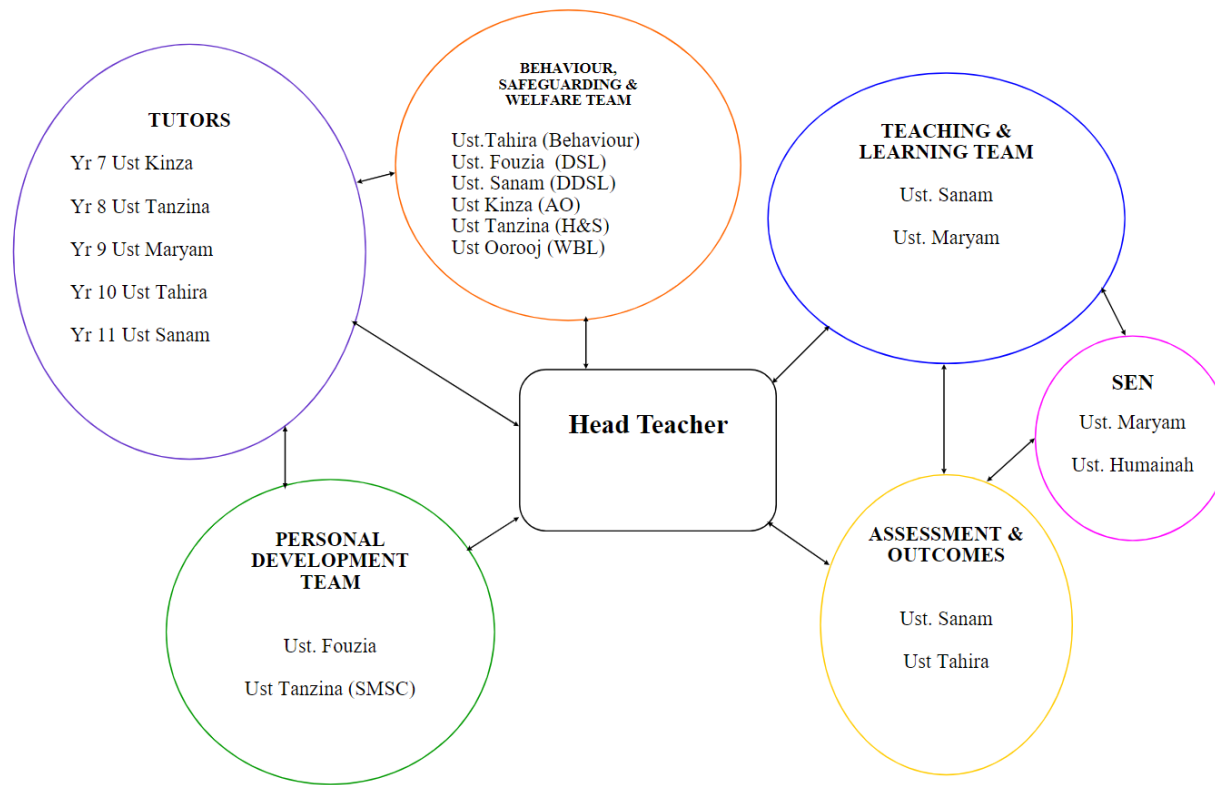
As a faith school, we are always looking for ways to work with people of other faiths and those with none. We have strong links with JCOSS (Jewish Community Secondary School) and meet for Mitzvah Day as well as other interfaith activities. Pupils are encouraged to develop leadership skills in school via the school council, prefect system and fundraising activities. Pupils have a deep understanding of fundamental British values, including: democracy; the rule of law, individual liberty and mutual respect. We have an active school council which promotes democracy and includes all pupils in decisions made about their school.

We celebrate the culture and background of pupils in school and in the wider community through events like International Day. Pupils learn through tutorials, assemblies and History lessons about women's suffrage, the Windrush generation, civil rights movement, Black Lives Matter. In singing lessons, we are working towards incorporating songs from different languages to represent our school population (Somali, Urdu).

## **Focus Area 4**

### **Leadership and Management**

The school is structured in teams so staff, senior staff and school leaders work alongside each other to ensure best outcomes for pupils.



We have distributed leadership across the school which focuses on individual strengths and supported by appropriate training and coaching.

There is a constant focus on improving teaching led by the T&L lead.

Our teaching is evidence based, using the Teaching and Learning Team as a lead, staff at the school are engaged in their own continued professional development. All Staff members are encouraged run Teachers Toolkit sessions during INSET. Teachers have shared a wide range of tips and ideas including on classroom management, marking, personal wellbeing, questioning and planning.

We ensure staff have a work-life balance which shows in our exceptionally high retention rates. Timetabling is scheduled following individual meetings with staff to discuss preferences and personal situations. We encourage staff to use different methods of marking (peer marking, marking in class as well as collecting books). More detailed is limited to an assessed piece of work. This ensures teachers are not overburdened by marking. Student assessment data is collected three times per year with the T&L lead carrying out thorough analysis of pupil progression. This is then shared with individual departments and follow up put in place as required.

Safeguarding is effective. Students know who to turn to for help and support, inside school and beyond. Low level concerns are logged meticulously by all staff in “Reporting Concerns” and information shared with the tutor and DSL so a picture can be built up over time and interventions can be put in place before matters escalate. Staff are given weekly updates/reminders about key information relating to safeguarding via the Monday Memo, in addition to safeguarding being a permanent agenda item in staff meetings. Students can share concerns/report issues through online Sharing concerns form (emailed to all students at the start of each term), Suggestion/Concerns box in office (positioned near House points for discreetness), speak to their tutor during tutorial time or approach any staff member. The DSL and DDSL have up to date safeguarding training and the DSL also is an ambassador for Mental Health (Place2Be). Both work closely with the LA, attending seminars and meetings as appropriate.

Governance is strong with a stable and active board of governors. Most governors have individual roles and work alongside the school to drive for continuous improvement.

Leaders ensure that the curriculum is creative, balanced and differentiated appropriately. The foundation subjects are valued equally to the core subjects. School leaders engage with parents regularly and are available to meet as requested. A high value is placed on extra-curricular and enrichment activities.