

# Al-Noor Primary School

## Religious School

### Inspection Report

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**Local authority:** Redbridge  
**Inspected under the auspices of:** AMS-UK  
**Inspection dates:** 14<sup>th</sup> May 2024  
**Lead inspector:** Yusuf Seedat

This inspection of the school was carried out under section 48 of the Education Act 2005.

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<b>Type of school</b>	Primary School
<b>School category</b>	Voluntary Aided School URN 142455
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	mixed
<b>Number on roll</b>	420
<b>Appropriate authority</b>	Board of Governors
<b>Chair</b>	Mr Akhter Raouf
<b>Headteacher</b>	Ms Someera Butt

**Date of previous school inspection** Not previously inspected.

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Introduction

## **Inspection team**

Lead Inspector Yusuf M Seedat

Team Inspector Mohammad Asad

This inspection was carried out by two inspectors. They visited thirteen lessons or parts of lessons including collective prayers. They held meetings with governors, staff and groups of children. Inspectors observed the school's work and looked at a range of documentation, including children's written work, teachers' lesson plans, the RE (Islamic Studies) curriculum, the school's self-evaluation documents and the school's Islamic Studies development plan.

The inspection team looked in detail at the following:

- The RE curriculum.
- The progress pupils make in religious education.
- The quality of teaching in religious education.
- Leadership and management for religious education.
- Spiritual, moral, social and cultural development, including collective worship.

## **Information about the school**

Al-Noor Voluntary Aided Primary School is a co-educational Muslim faith school that welcomed its first pupils on Tuesday, September 4, 2018. Initially starting with 120 pupils in four classes —two Reception classes and two Year One classes— the school has expanded annually, now accommodating all classes up to Year 6 with a total enrolment of 420 students; The school was founded on the blueprint of Al-Noor Primary School, an Independent Islamic school established in 2002 and located in the London Borough of Redbridge in North-east London, which has now closed.

The school is guided by its Islamic ethos and values, emphasising the nurturing of deep-rooted faith, good character and emotional development alongside intellectual, physical, social, and cultural growth. Its environment is permeated by its religious ethos, aiming to nurture the whole child to foster positive, confident and spiritual individuals. The school's inclusive approach fosters social cohesion and good citizenship, helping children to thrive and develop strong, productive identities. The last Ofsted report in January 2023 graded personal development, behaviour and attitudes outstanding.

## Inspection judgments

<b>Overall effectiveness</b>	<b>1</b>
<b>The achievement of pupils in their religious education.</b>	<b>1</b>
<b>The quality of teaching and learning.</b>	<b>1</b>
<b>The effectiveness of leadership and management of religious Education, including the role of the school’s governing body in RE.</b>	<b>1</b>
<b>The extent to which the religious education curriculum meets pupils’ needs.</b>	<b>1</b>
<b>The extent of pupils’ spiritual, moral, social and cultural development including the daily act of collective worship.</b>	<b>1</b>

### **Overall effectiveness: the quality of religious education provided at Al-Noor Primary School is outstanding because:**

Al-Noor School demonstrates an exceptional commitment to providing a comprehensive and effective Religious Education (RE) curriculum that integrates seamlessly with other areas of learning, fostering holistic development and nurturing pupils' spiritual, moral, and social growth. The three key subjects within the RE curriculum —Qur’an, Islamic Studies, and Arabic— are central components of the school curriculum, receiving focused attention and integration across various aspects of the educational program. Moreover, this school's approach to RE, underpinned by its thematic Harmony framework and Navigate character curriculum, ensures a robust foundation in essential religious knowledge and practice while promoting good character (Husn ul khulq), citizenship, and cultural understanding.

The school's RE curriculum is rich and relevant, encompassing detailed study of Islam alongside exploration of other faiths and beliefs through a cross-curricular approach, particularly evident in Year 5's focused RE program. Through a variety of activities, including assemblies, themed weeks, and engagement with local communities and leaders of different faiths, children are provided many opportunities to interact, question, and deepen their understanding of religious and cultural diversity.

Furthermore, the school actively promotes inclusivity and respect, fostering interfaith dialogue and understanding through initiatives such as the Faith and Belief Forum’s School Linking Programme. Children actively engage in charitable activities, campaigns for social justice, and community outreach, demonstrating a genuine commitment to embodying the values of Islam in their actions and interactions.

The school's dedication to continuous improvement is evident in its outstanding teaching standards, supported by effective performance management and professional development opportunities for staff. Pupil achievement, particularly in character development, Islamic knowledge, and Arabic, is remarkable, considering the diverse starting points of the student body.

Al-Noor School's provision for RE is highly efficient, with specialist staff providing support and guidance to ensure consistent delivery of the curriculum across all year groups. The school's religious ethos permeates all aspects of school life, from daily collective worship to staff tarbiyya sessions, fostering a culture of spirituality and excellence.

In conclusion, Al-Noor School's provision for Religious Education is exemplary, effectively promoting spiritual, moral, and social development while instilling a deep appreciation for diversity, citizenship, and social responsibility. The school's commitment to continuous improvement and holistic education ensures that pupils are well-prepared for life in modern Britain, embodying the principles of compassion, tolerance, and community cohesion.

### **What does the school need to do to improve further?**

Further enhance overall effectiveness and quality of RE by the school continuing to proactively be addressing the challenges of welcoming cohorts with significantly lower starting points by implementing targeted parental engagement efforts, interactive workshops, and educational apps for home use. It should also continue to effectively use strategic data analysis to help identify and bridge learning gaps. Inspired by its predecessor, Al-Noor Independent Primary, the school remains committed to its high standards while recognizing the differing demographics it now serves.

### **Achievement of pupils at the school in their religious education is outstanding because:**

The school has developed a strong framework for religious education (RE) within the broader scope of personal, social, citizenship, and health education (PSCHE). This approach has been highly effective, as evidenced by the January 2023 Ofsted inspection, which rated both the personal development, behaviour and attitudes of pupils as outstanding. This success is attributed to the leaders' ambitious curriculum designed to foster academic and personal success, encompassing spiritual, moral, cultural, and social development.

The Ofsted report highlights the careful planning by school leaders to ensure that pupils gain comprehensive knowledge over time. In the early years, staff are committed to exceptional development across all areas of learning. Teachers at Al-Noor encourage respect for diversity and teach pupils about different faiths and cultures. Pupils take on

responsibilities as school councillors and leaders seriously, and older children serve as role models for the younger ones.

Many children enter the school with low starting points, particularly in spiritual, moral, and religious development. However, through a nurturing approach and safe learning environments, staff work diligently to spark their natural curiosity about the world. The Early Years Foundation Stage (EYFS) was also rated as outstanding, underscoring the pivotal role this initial year plays in shaping pupils' futures.

As children progress, they thrive and develop a strong appreciation for RE and PSED lessons. They learn to read and write in both English and Arabic, with parents praising the school's impact on their children. By the time children reach Year 6, they have achieved remarkable progress, confidently delivering sermons after Jumu'ah prayer. This highlights their ability to articulate their ideas effectively in both verbal and written forms, ensuring they are well-prepared for the next stage of their education.

Arabic instruction is integral to understanding the Holy Qur'an and pursuing further religious studies. Award-winning teachers lead the school's high-quality Arabic program. In recent years, Al-Noor has achieved significant success in national competitions, including first place in a 2021 creativity competition for Arabic language teaching and top awards in a 2023 Arabic speaking competition across multiple categories. These accolades reflect the strength of the school's language provision, which lays a solid foundation for future studies in Islamic sciences and spirituality.

Children read extensively across all subjects within the RE curriculum, memorising portions of the Qur'an and engaging with a wide range of scriptural texts to develop their religious reasoning and faith. By Year 6, children read Qasas Nabiyyeen (Stories of the Prophets) in Arabic and are encouraged to summarize stories in Arabic, demonstrating their advanced language skills.

The school excels in supporting all groups of children, including those with disabilities, special educational needs, and those benefiting from the pupil premium. These groups achieve exceptionally well, with their progress and quality of work reflecting high standards. Most children attain levels of achievement above their potential, as evidenced by their performance in reading and comprehension within the RE curriculum.

Leaders are aware and will be diligent in maintaining its outstanding achievement and progress despite the challenges of a post-Covid world. Recognizing the lower starting points, high proportions of EAL families, and varying levels of parental engagement, the school has implemented several strategies. These include increased parental engagement through workshops, the use of educational apps at home, and strategic data analysis to identify and address learning gaps. The school continuously reviews the impact of these measures to ensure they meet the high expectations set for pupils, mirroring the standards of the now-closed Al-Noor Independent Primary. Moving forward, the school will enhance support for EAL pupils continue to foster community collaboration and adapt strategies as necessary to sustain and improve its outstanding educational provisions.

## **The quality of teaching and assessment in the school is outstanding because:**

Teachers at Al-Noor Primary are highly skilled and dedicated, ensuring that pupils' learning experiences are consistently enriching and impactful. The curriculum is carefully designed to be comprehensive and engaging, integrating Islamic teachings with a broad educational foundation. This approach not only enhances pupils' religious understanding but also supports their overall intellectual and personal growth.

Classroom observations indicate that teachers employ a variety of effective teaching methods tailored to meet the diverse needs of their pupils. Interactive lessons, adapted instruction, and the use of technology are common practices that make learning both enjoyable and effective. Teachers are also adept at integrating real-world applications and cross-curricular links, which help pupils see the relevance of their religious studies in everyday life.

Behaviour in the classroom is exemplary. Pupils demonstrate a strong sense of discipline and respect, reflecting the school's Islamic ethos. They are highly motivated and show a keen interest in their studies. The positive learning environment is supported by clear behavioural expectations and a culture of mutual respect between teachers and pupils. This fosters an atmosphere where pupils feel safe, valued, and encouraged to express their thoughts and ideas.

Achievement assemblies and regular recognition of pupils' accomplishments further reinforce positive behaviour and a culture of excellence. Competitions, such as the Annual Qur'an Competition and external events like the Apex School Qur'an Competition, highlight pupils' dedication and success, fostering a sense of pride and community within the school.

The headteacher and senior leaders play a crucial role in maintaining high standards of teaching and learning. Regular lesson observations, feedback sessions, and professional development opportunities ensure that teachers are continually improving and adopting best practices. The school's leadership team, including the head of department and subject leaders, works collaboratively to review and enhance the RE curriculum, ensuring it remains relevant and effective.

Additionally, the school's commitment to spiritual development is woven into daily activities, such as Salah (prayers) and Duas (supplications), which are integral to the school day. The quality of collective worship is high, with pupils participating confidently and sincerely, further enriching their spiritual and moral development.

Overall, the quality of teaching and learning in delivering the RE curriculum at Al-Noor Primary is of a remarkably high standard. The school successfully combines academic rigour with spiritual growth, creating a holistic educational experience that prepares pupils to excel both academically and morally.

**The effectiveness of leadership and management of Religious Education is outstanding because:**

The leadership and management provision at Al-Noor Primary is exemplary, with a clear and unwavering commitment to achieving excellence in pupils' religious and overall personal development. The headteacher plays a pivotal role in this endeavour, ensuring that every level of the school contributes effectively to this mission. Inspired by the life and character of the Prophet Muhammad, may peace be upon him, the school community upholds high moral standards and good conduct, viewing these as essential deeds before Almighty Allah.

New staff members receive a comprehensive induction that begins with an introduction to the school's vision and strategic intent, both deeply rooted in Islamic teachings and a devotion to fulfilling God's purpose for humankind: to worship Him and to perform morally righteous actions. This foundational understanding helps staff align their efforts with the school's overarching goals from the outset.

Governors at Al-Noor Primary are deeply invested in the role of religious education (RE) within the school's provision and outcomes. They provide clear direction and effective oversight, particularly through the Link Governor for RE, who conducts regular school visits. The Curriculum sub-committee frequently meets to review reports from the headteacher, head of department, and subject leaders, ensuring alignment and continuous improvement. This governance structure effectively holds the headteacher accountable while providing necessary support and challenge.

The headteacher has strategically placed the tarbiyya (development) of pupils at the core of her plans for the school, as articulated in the Strategic Intent document. Collaborating closely with the head of department, the PSCHE lead, and senior leaders, she ensures that RE provision, curriculum, and teaching standards are consistently reviewed and enhanced. The senior leadership team meets weekly with the headteacher to drive school improvement initiatives, always prioritizing the religious and moral development of pupils. Joint lesson observations conducted by the headteacher, and senior leaders ensure uniformity in teaching standards across the school.

The head of department plays a crucial role in supporting the RE staff, offering regular coaching, training, and performance management. This robust support system enables the continuous improvement of curriculum, teaching, assessment, and pupil achievement. Regular meetings between the head of department and the headteacher facilitate discussions on progress and necessary changes, ensuring that staff development needs are met effectively.

The PSCHE leader, who also serves as the Assistant Head, monitors the subject rigorously, providing detailed feedback and a clear direction for further improvement. Her



comprehensive review of medium-term planning and curricular development, including the introduction of RSHE and sex education through a religious lens, underscores the school's proactive approach to curricular enhancement.

Subject leaders for Qur'an, Islamic Studies, and Arabic maintain high standards through regular monitoring and feedback. They ensure the curriculum is robust and aligned with the school's values, integrating key events and opportunities tied to the Islamic calendar. Their efforts are instrumental in setting ambitious goals for further improvement.

The school incorporates Fundamental British Values and an appreciation for the Equality Act into its PSHE curriculum, promoting respect, tolerance, and an understanding of democratic processes among pupils. This approach is bolstered by robust safeguarding practices, which are overseen by the headteacher and implemented by the DSL, deputy DSLs, and administrative staff. The school's dedication to safeguarding is demonstrated through comprehensive policies, regular training sessions, and vigilant monitoring of IT systems to ensure online safety.

The headteacher ensures that all staff are regularly updated on new or local risks through training led by the local authority's Prevent lead. She also collaborates with the health and safety lead to keep risk assessments current and to ensure emergency plans are well-disseminated. The thorough vetting of speakers and a robust curriculum protects pupils against radicalization.

RE policies at Al-Noor Primary promote literacy and mirror the school's teaching methodologies, ensuring consistency and high standards. Parental engagement is actively facilitated through workshops and activities organized in collaboration with the PTFA, reinforcing the role of parents as primary educators.

The headteacher, along with the School Business Manager, oversees the allocation of resources, ensuring that the school's mission and educational standards are upheld. Through this cohesive and dedicated leadership, Al-Noor Primary continues to excel in providing a nurturing and high-quality educational environment for its pupils.



**The extent to which the religious education curriculum meets pupils' needs is outstanding because:**

The Qur'an, Arabic and Islamic studies curriculum is of high quality and spans the entire school from EYFS through to Year 6. It focuses on the development of reading, memorising and comprehending to a high standard.

Teachers use a variety of techniques to support pupil learning in class and use subject specialists, to deliver targeted support to pupils requiring it. The dedicated Qur'an leads organise an annual Qur'an competition and awards evening to encourage pupils to revise their memorised portions of the Qur'an and aim higher. This requires them to assess entrants diligently, in addition to their usual teaching and assessment routines. Those that complete their Hifdh (memorisation of the Qur'an) are rewarded, and their achievements celebrated.

There is a strong bond between the Qur'an, Arabic and Islamic studies lessons and their leads. The school has an impressive tracker system which identifies exactly where a child is at in all three areas. The leads map out the curriculum in a way that each term is themed and overlaps in many areas, which helps the pupils to understand and identify the connections between the subjects.

All three subjects are well intertwined and linked in preparation and delivering. It is one of the strengths of the school. For example, in a Qur'an lesson observed, whilst talking about certain rules of Tajweed being *Fardh u Kifayah*, the teacher linked it with *Fiqh* and gave an example of the *Janazah* funeral prayers being *Fardh u Kifayah* as well.

Whilst talking to one of the inspectors, a pupil very proudly shared, '*In Islamic Studies lessons, I learn about the Qur'an and in Arabic lessons I learn to understand the Qur'an.*'

The Islamic Studies curriculum is devised to deliver a thorough understanding of various essential aspects of Islam. Islamic studies are taught in a creative and fun manner using PowerPoints, Nasheeds, and at times, role-playing, to help the pupils foster a love for Islam. The curriculum encompasses:

*Fiqh* (Islamic Jurisprudence): Teaching the rules and practices integral to Islamic life.

*Aqidah*: Focusing on learning and comprehending Islamic beliefs and the names of Allah.

*Seerah*: Exploring the biography of the Prophet Muhammad (peace be upon him) and its contemporary relevance.

Islamic History: Covering the lives of past Prophets and major historical events in Islam.

*Adaab* (Islamic Manners and Etiquette): Instilling essential manners and conduct for a moral and fulfilling life.

The Islamic Studies curriculum goes hand in hand with the PSCE curriculum including the school's NAVIGATE character curriculum, instilling *tarbiyya* (nurturing) in children by placing a distinct focus on character development.

The NAVIGATE character curriculum is based on the following verse from the Qur'an '*Do you not see how Allah compares a good word to a good tree? Its root is firm, and its branches reach the sky, 'always' yielding its fruit in every season by the Will of its Lord.*' (Qur'an 14:24)

NAVIGATE trees are displayed in the classrooms and around the school to remind everyone about the 16 Characteristics, which are: Sincerity, Honesty, Etiquette, Resilience, Empathy, Generosity, Creativity, Respect, Gratitude, Patience, Contribution, Ownership, Courage, Modesty, Vision and Communication.

Qur'an, Arabic and the Islamic Studies curriculum, all contribute towards the developing of the characteristics of the NAVIGATE tree.

The Islamic Studies curriculum is also strengthened by the school's thematic Harmony approach to the whole school curriculum. This approach seeks to connect pupils to Almighty Allah through reflecting on the natural world around them, to learn to appreciate its Creator and His Power and Mercy, alongside a range of other of His 'beautiful names.'

It also seeks to help pupils to live sustainably and to learn through enquiry. The approach has had a huge impact on developing the *Iman* (faith) of pupils and their understanding of and devotion to Almighty Allah.

Arabic phrases and Dua'as are displayed around the school and are used in the classrooms by the teachers, such as *Masha 'Allah,* ' *Alhamdulillah* etc. Dua'a for eating are displayed in the dining hall. The doors are given Arabic names such as *Babul Ikhlaas,* The Door of Sincerity etc.

Halls and corridors are brightly decorated with displays presenting connections between the Islamic faith and the National Curriculum, showing the links, history and overlaps between both.

The Islamic Studies curriculum is further strengthened through specialist-led assemblies and the involvement of SLT members. These sessions encompass a wide array of topics, spanning from the lives of the companions and the valuable lessons derived from their experiences to subjects aligning with the Harmony and Navigate curriculum.

*Nasheeds* (Islamic songs) are integral to the Islamic Studies curriculum, fostering immersive learning experiences.

To accommodate diverse learning styles, PowerPoint presentations and resources are tailored to cater to a wide variety of learners. Worksheets are created specifically for each Key Stage group, including provisions for SEN students and providing challenging activities for faster learners.

Families participate in half-termly quizzes using the online app Kahoot, which incorporates Islamic studies. These quizzes, led by staff members, offer families the opportunities to win prizes.

Furthermore, staff members have the opportunity to participate in an Islamic class led by a specialist teacher who is also an Imam, possessing extensive knowledge on Islamic topics. Optional Qur'an classes over the weekend are held to help pupils excel in their studies.

Pupils participate in a collective prayer (Dua'a) every morning before entering the school, which is led by the Headteacher. Pupils are also encouraged to engage in *Adhkaar* (Remembrance of God) while moving around the school.

Key Stage 2 pupils participate in the collective worship of Salah. During summer, pupils pray the Midday prayer (*Dhuhr*) with the Head of Qur'an leading the prayer, and during winter, pupils also pray the afternoon prayer (*Asr*). Pupils also participate collectively in *Adhkaar* (Remembrance of God) after the prayer, as well as engaging in individual supplications. Prior to the prayer, a pupil is chosen to perform the *Adhan* and *Iqamah* (call to prayer). While waiting for the obligatory prayer, pupils are encouraged to either participate in *Adhkaar*, *Dua'a*, or contemplate over the names of God which are written on the walls of the *Musalla*.

To foster the Islamic *Tarbiyya* (nurturing) of staff, weekly reminders are conducted on Friday mornings, where staff members take turns delivering Islamic reminders and sharing personal experiences that have positively impacted them.

On Fridays, sermons are delivered by specialist teachers before the prayer. The programme for Friday sermons is well structured and relevant to the school and its community. In Year 6, pupils deliver Islamic talks in the form of *Khutbas* and words of wisdom, a task they research and prepare at home with support from their parents. These presentations are expected to include relevant verses of the *Qur'an* and *Ahadeeth*, along with a section on practical application in their daily lives. Before presenting to the entire Key Stage 2, pupils rehearse their talks twice weekly with the Head of Islamic

Studies. This builds on their confidence to be able to advise others. In regards with the Friday sermons and words of wisdom, a pupil shared with the inspector that, *'I enjoy preparing for my talk because I learn a lot of things that I did not know, and I am able to share them with those that did not know either.'*

Pupils actively participate in Islam Awareness Week, pupils from other schools attend to learn about Islam, its historical significance, and its positive contributions to society and the broader world. During this week, pupils assist in organising a presentation and displays. They also attend a session led by the Head of Islamic Studies, which covers the basics of Islam, culminating in a Q&A session.

**The extent of pupils' spiritual, moral, social and cultural development is outstanding because:**

The overarching goal at the school is to shape the children into Godly, upright and knowledgeable Muslims, capable of contributing positively to themselves, their families, and broader society. Through its teachings, the school instils in children a profound respect and tolerance for individuals of diverse backgrounds, religions, and beliefs. Simultaneously, it emphasises the importance of Upholding the rule of law. It actively encourages the children to engage in the wider community and society, fostering a sense of responsibility and participation beyond the classroom.

The nasheed programme is taught through assemblies and is supported by a bespoke music curriculum as well as the school's school choir which has performed at two large scale Citizens' events this year, representing the school, the faith community and its local alliance in work that brings communities together to work for the common good, harnessing democratic processes to achieve the local change they collectively wish to see. Children celebrate diversity and understand the importance of accepting others for who they are. This inclusive mindset is evident in their daily interactions, where they care for and look after each other. Their exemplary behaviour reflects a deep respect for the school community.

Children relish the chance to take on leadership responsibilities, such as peer mediators, demonstrating their readiness to support and guide their peers. From their earliest days in Reception Year, staff instil the importance of following rules and routines, fostering a positive and respectful school culture. Instances of bullying are rare and swiftly addressed by dedicated senior leaders and teaching staff.

The school engages in a school linking programme through the Faith and Belief forum where schools of different faiths work together to gain a better understanding of each other and to be able to promote peace and tolerance. The school also hosts speakers of different religions and faith visits take place so that children can learn and gain an insight about other faiths in the community, which helps them to foster good relationships with the wider communities.

The school's assemblies and specific themed weeks complement classroom lessons, providing children with opportunities to identify and seek help about bullying, racism, unfairness, and injustice. This initiative-taking approach ensures that children feel supported and empowered to address these issues effectively.

As part of their Navigate character curriculum, children are also tasked with projects during end of term holidays to develop their role as agents of change for the love of Allah. At the end of the first term they are asked to do a good deed to their family, at the end of the second term they are asked to do a good turn to a neighbour and at the end of the third term they are asked to do the same to a wider audience whether in their community or across communities and society. Children document the experience in a poster and compete for a prize.

The development of children is further enhanced by opportunities to engage in sports and team sports. Various groups have played in local school tournaments - winning a few over the years. They also play Tag Rugby in the local park weekly during the first part of Autumn as well as in part of spring and in the summer. They engage in a short run three mornings a week too to contribute to their health and physical development.

The school also offers a range of after school clubs to enrich the curriculum and extend further opportunities for SMSC provision and the personal development of children. Sports, Scouts, choir, Arabic, Qur'an intervention, boosters and archery feature in that tapestry. The school governors are highly active in organising multiple events for the children. The annual Boat Race is a large-scale event in the community in which families manage to raise large sums of money for various charitable projects nationally and internationally. Other events are the Family Fun Day, as well as Father and Son and the Father and Daughter Mountain hikes.

## **Views of parents and carers**

Parents overwhelmingly support the school, appreciating its excellent character education and social-emotional learning programmes. They value the range of extracurricular activities and enrichment programs, which foster confidence, spirituality, and maturity in their children. These programs help students grow stronger in their faith and behaviour by bringing them closer to the Creator.

Parents agree that all staff members are approachable, and any concerns raised are managed appropriately. They feel that religious values such as respect, kindness, and empathy are not just taught, but actively practiced, enabling children to deepen their faith and excel in their behaviour. The students' attendance and courteous behaviour reflect these values.

## **Glossary**

What inspection judgments mean

<b>Grade</b>	<b>Judgment</b>	<b>Description</b>
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	A school requiring improvement is not providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.