# Al-Noor Voluntary Aided Primary School

Think and Learn  Pray and Grow  Serve and Lead

# School Prospectus

**School Contact Details**


**Al-Noor Voluntary Aided Primary School**

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***Headteacher***

# Introduction

## *Welcome to Al-Noor Voluntary Aided Primary!*

Al-Noor Primary is a two-form entry, faith-based, Voluntary Aided, maintained school for boys and girls. It opened its doors in September 2018 to its first two cohorts at Reception and Year One and has taken on two new classes of Reception aged pupils every September since. Our school became full in September 2023, with two classes in every year group.

Al-Noor Voluntary Aided Primary School has emerged from the vibrant and hard-working local community. It is a manifestation of a collective commitment to God and a better future by tending to the young.

The school is faith-based, having legal religious character designation. Thus its ethos, vision and values are inspired by Islamic teaching and aspire for success in life and the world as well as in the Hereafter.

The popularity of faith schools is not least due to the fact that discipline and behaviour in faith schools on the whole compares favourably with that in other schools. They are also best placed to develop 'spirituality' through their focus on the soul and 'connecting' with God, as much as their focus on the physical.

Faith-based schools are also founded on an unequivocal platform of values which all other partners share. They therefore form strong and successful institutions. Al-Noor Primary's success will lie, God willing, in our shared convictions and values as well as in our whole hearted commitment to make a positive impact on society and the lives we touch as acts of devotion to Him. All the school's stake holders will work tirelessly together to build and strengthen the school to nurture great human beings and great Muslims, God willing.

The school's values find collective resonance in the common goals of the local community and wider society. It therefore caters well for all the children of the local community, whatever their background. Everyone desires the young to receive an excellent education that prepares them to work with others for the common good and for life in modern Britain and the world. Al-Noor Voluntary Aided Primary will provide such an education God willing; an education that nurtures good character and the values of selflessness, personal accountability, self-discipline and upstanding citizenship, amongst a myriad of other universally appreciated characteristics such as honesty, empathy, respect and generosity.

Al-Noor Voluntary Aided Primary School will nurture balanced individuals and lay the foundations God willing, for a future generation that upholds the law, respects others whatever the differences, looks out for neighbours, cares for the elderly, tends the family and participates actively in building a healthy and harmonious society. The school will work with local schools, agencies, services, charities and community and faith organisations to ensure pupils develop into well-rounded individuals.

The school is committed to setting high expectations and achieving high standards. As a Voluntary Aided Maintained school it will deliver the National Curriculum along with Qur'anic and Islamic Studies which will be complimented by Arabic as it choice of modern foreign language. The school will meet all the rigorous statutory requirements of maintained schools and will be subject to regular Ofsted inspections and also section 48 inspections by the Association of Muslim schools (AMS).

The school's approach to teaching and learning and the curriculum to accomplish its goals is set out below.

**High academic standards, founded on rigour in the teaching of English and Maths.**

High quality teaching accompanied by published schemes of work of proven effectiveness ensures rigour in the teaching and learning of English and Maths, ensuring pupils' skills are soundly developed from the outset of their learning journey at the school. A sharp focus on the development of reading in the early years and beyond, along with the development of children's oracy, provide excellent foundations in their communication skills. A focus on mastery in maths also ensures sound development of the knowledge children need to build on, to achieve excellent outcomes. Additional resources are used to ensure that children with SEND, EAL learners, struggling readers and pupils making slow progress in maths and in writing, are given effective interventive support.

**A focus on the development of good character and leadership skills through the school's cross-curricular and dynamic character curriculum.**

The school's NAVIGATE curriculum reflects the school's faith ethos and aims to nurture a range of characteristics to equip children with the skills and qualities required to be an upstanding citizen and play a positive role in 21st century Britain. It will also give them the social skills and vocabulary to be confident, happy and highly achieving human beings. Characteristics such as resilience, honesty, respect, generosity and creativity are promoted through direct teaching and outward bound trips and activities.

**Harmony Curriculum**

To foster the iman of children and help them develop a deep and meaningful connection to God, in line with the school's ethos and curriculum intent, the school uses a thematic approach to teaching the curriculum, termed 'Harmony'. This clearly links children's experience of the world to God's 'signs' or 'ayaat' and ensures that they experience more purpose and ownership in their learning. An enquiry-based approach develops the ability of children to ask questions and find answers to them through projects that are pursued across multiple subjects.

Harmony revolves around seven themes that are clearly observable in the world around us: Geometry, Cycles, Interdependence, Oneness, Diversity, Adaptation and Health. These themes are frequently referred to in the Qur'an, where we are repeatedly instructed to contemplate the natural world, as such contemplation leads to recognition of its Creator and humanity's duty and debt of gratitude towards Him. Curricular planning encourages pupils to contemplate a range of natural phenomena that illustrate these themes.

**The development of the thinking skills of pupils.**

Teaching will aim to develop the capacity and repertoire of pupils' thinking skills to equip them to be independent learners that think critically and creatively. This will form the backbone of effective learning due to the development of their metacognition and will also foster leadership capacity. The school's work to promote Oracy is central to this. Oracy promotes pupils' thinking skills as a necessary precursor to good communication.

**Reflect the school's faith ethos and promote the spiritual moral and emotional development of pupils.**

The school is passionate about the spiritual, moral and emotional development of pupils, and believes that this provides a sound base for the nurturing of identity and purpose. In a busy world, even more full of distractions and materialistic pursuits, children need to be encouraged to take time out to pause for reflection and worship. Immersion in the natural world, through trips, and a faith environment that embraces the spiritual and stops for prayer, allows children to experience moments that open the door to building a connection with the Divine, with other people and with the world.

The school also believes that healthy emotional development is the foundation for healthy development in all other areas, including the spiritual, so works to build emotional literacy and facilitate secondary emotional development where needed. Emotional learning complements the school's PSCHE programme to promote the comprehensive wellbeing of children, as too does Islamic Studies, which nurtures the growth of healthy morality and provides sound religious knowledge as a healthy framework for pupils' individual and communal lives.

**Parental Involvement**

The school believes that parents are the most important partners in its work and parental engagement in all aspects of children's education is vital to their success. It is convinced that healthy relationships and families are key to nurturing happy and successful children. To this end the school strongly encourages you to get actively involved in your child's education and in the life of the school. Be sure that you are very welcome to become a part of the school's warm and exciting community.

*"…A goodly word like a goodly tree, whose root is firmly fixed, and its branches (reach) to the heavens of its Lord…It brings forth its fruit at all times …" (14:25-6)*

*"…and as a lamp spreading light…" (33:46)*

## School Vision:

*Individuals, families and communities that truly understand and accept their purpose of being in this world, confidently live and work together for a just, responsible and compassionate society.*

## School Mission:

ᘓ Think and Learn ᘐ ᘓ Pray and Grow ᘐ ᘓ Serve and Lead ᘐ

## Core School Values

1. Continuous improvement
2. Integrity
3. Valuing people
4. Positive change

### Subsidiary values from the school's character curriculum:

1. Sincerity
2. Empathy
3. Gratitude
4. Courage
5. Honesty
6. Generosity
7. Patience
8. Modesty
9. Etiquette
10. Creativity
11. Contribution
12. Vision
13. Resilience
14. Perseverance
15. Ownership
16. Communication

## School Aims

1. **Excellence**

   Excellence in personal development, achievement and attainment. High standards set and achieved in: pupil outcomes and achievements, the quality of teaching, the professionalism of staff members, the school's engagement with and of parents, the personal and collective leadership of all school members.

2. **Faith**

   To foster moral, emotional and spiritual development, as well as faith, in its inward and outward manifestations, within an environment permeated with an Islamic ethos.

3. **Good character**

   To develop individuals with robust personalities who demonstrate excellent character and attitude so that they are confident citizens of purpose and integrity who contribute positively to society, their families and the world.

4. **Respect**

   To promote inclusion and diversity as well as mutual respect and tolerance towards those with differing beliefs and viewpoints. Through developed empathy: to make positive contributions to society and to the lives of others; and to work with others for the common good.

5. **Thinking**

   To promote the development of higher order thinking skills, including critical and creative thinking to ensure the highest levels of academic achievement and contribution towards solving societal problems and fulfilling people's needs.

6. **Literate & numerate**

   A systematic and relentless approach to ensuring the firmest foundations of Oracy, reading, writing and Maths knowledge from the outset of school life, using tracking of pupil attainment and progress, the regular setting and reviewing of targets, as well as proven interventive and recovery programmes.

## The Curriculum



The school curriculum is underpinned by the national curriculum and aims to nurture pupils holistically worship to prepare them for secondary education and beyond, as well as for their lives in modern Britain and in the Hereafter. Religious Education is also a core component of the school's curriculum providing a sound foundation of Islamic education to equip pupils in basic religious beliefs and acts of worship.

This Islamic Studies curriculum includes an explicit focus on: 'Aqidah (theology), 'Ibadah (worship), Akhlaq (manners), Seerah (biography) of the Prophet Muhammad (salAllahu ‘alaihi wa sallam) and the development of Islam, Iman and Ihsan. This delivered through timetabled lessons, the school climate and ethos, assemblies, lesson themes or topics, daily congregational prayers, weekly Friday khutbah (given by a pupil) and books and resources, among other ways.

Pupils memorise and read the Qur’an in Arabic, to understand its meanings and to examine its significance and relevance to their lives, in order to enable them to put its divine teachings into practice. All children also study Arabic MFL to equip them in an additional language to broaden their horizons.

Pupils have equal access to all subjects and enrichment activities but parents have the right to withdraw their children from RE. Pupils from other than an Islamic faith background also have the right to be withdrawn by their parents from explicitly Islamic aspects of assembly, Quran Studies, Islamic Studies, daily worship and PSCHE lessons. During such times they will be taught, by a teacher, extended elements of the school’s Navigate curriculum (part of the school’s PSCHE provision) as well as French and Cultural Studies.

The curriculum also promotes good character, citizenship and fundamental British values, through a detailed, cross-curricular and overarching PSE curriculum which comprises social, moral, spiritual and cultural aspects of learning, covering PSHE, Citizenship, SEAL (Social and Emotional Aspects of Learning, RE, RSE, Islamic Studies (taught as a separate subject), E-Safety (taught through the separate subject of computing), and NAVIGATE (character curriculum).

Years One and Two each have three lessons of Qur’an Studies, three lessons of Arabic and two lessons of Islamic Studies each week. The Reception class is delivered a combined Qur’an and Arabic hour-long lesson once a day, along with an hour of Islamic Studies each week.

## The Early Years Foundation Stage -Reception

Early childhood is the foundation on which children build the rest of their lives. The Early Years Foundation Stage (EYFS) lays secure foundations for future learning and development. The EYFS is about preparation for life and not simply preparation for the next stage of education.

The school is sadly unable to accommodate a nursery due to restricted space on site. The Reception year is supported by qualified teachers and teaching assistants. The provision is managed and led by an experienced EYFS leader who works with the school and Children’s Services to ensure high standards and a high quality of provision.

The overarching goal of the EYFS at the school is to help young children get the best start to their education at the school and make significant strides in all aspects of the EYFS throughout the Reception year. The school will also aim to:

- provide a safe, challenging, stimulating and caring environment which is sensitive to the needs of the child;
- put in place firm foundations for future learning and development in Key Stage 1 and beyond;
- provide opportunities for pupils to learn through planned, purposeful play in all areas of learning and development;
- use and value what each pupil can do, assessing their individual needs and helping each pupil to progress;
- enable choice and decision-making, fostering independence and self-confidence;
- work in partnership with Parents/Carers and value their contributions;

- ensure that all pupils, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development;
- carefully integrate the three characteristics of effective teaching and learning into its practise:

    - playing and exploring -children investigate and experience things, and 'have a go';
    - active learning -children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
    - creating and thinking critically -children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The school will embed the four overarching principles of the EYFS into its approach:

- that every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- that children learn to be strong and independent through positive relationships;
- that children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- that children develop and learn in different ways and at different rates, including those with special educational needs and disabilities.

The school will also ensure all seven of the areas of learning and development shape its educational programme and interlink to support a rounded approach to child development. The prime areas, are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive:

- communication and language;
- physical development;
- personal, social and emotional development.

In addition the specific areas, through which the three prime areas are strengthened and applied, will also be purposefully addressed:

- literacy;
- mathematics;
- understanding the world;
- expressive arts and design.

Curriculum planning focuses on developing children's skills and experiences towards meeting the Early Learning Goals. An inter-disciplinary topic approach to curriculum planning as required by the EYFS Framework is used to achieve this. Due diligence will be given to ensuring a balance in adult-led teaching, whole group and small group teaching and child-initiated learning. The use of the outdoors forms an important part of provision and resources.

The curriculum is carefully planned, so that there is coherence and full coverage of all aspects of the Early Learning Goals, and there is planned progression in all curriculum areas according to pupil's needs and interests.

The areas of learning and development are further broken down into 17 discrete spheres, whose age-related expectations children will be assessed against at the start of the Reception year. These assessments will form a baseline to measure pupil progress and achievements against at the end of the year and beyond.

The Early Learning Goals set out targets for children to achieve by the end of the EYFS and further exemplify the educational programme of the statutory framework. Children will be assessed against them at the end of the Reception year.
The Reception class timetable follows the latest Early Years Foundation Stage (EYFS) regulations and guidance issued by the DfE. Three prime areas of learning revolving around the development of pupils' personal, social and emotional skills, their physical skills and their communication and language skills, form the basis of the development of pupils' skills in: literacy, mathematics, 'understanding the world' and 'Expressive Arts and Design'. Three overarching themes of the EYFS inform the philosophical approach to pupil learning and development in these key areas of learning and development in the EYFS: A Unique Child, Positive Relationships, and Enabling Environments.

## Key Stages 1 and 2

This is taught from an Islamic standpoint and covers most subjects of the National Curriculum 2013 at Key Stages One and Two, plus the additional subject of PSCHE. A summarised list of these is provided on the following page. Key Stage One consists of years: One and Two and Key Stage Two of years: Three, Four, Five and Six. Carefully built schemes of work for all subjects are supported by published or in-house resources to create an enjoyable, creative and stimulating classroom experience for pupils. The timetable for each year group consists of five lessons each day with daily sessions of English and Mathematics.

The table below lists the curriculum subjects taught at the school.

| Curricular Subjects | Areas Covered |
|---|---|
| Arabic | Speaking and listening, reading comprehension and writing. |
| Art and Design | Exploring knowledge to develop understanding and ideas; Investigating and creating varied craft and design projects; Evaluating and developing work. |
| Computing | Learning to create computer programmes. Understanding how to use IT safely including topics such as cyber bullying. Using software effectively for specific purposes. |
| Design & Technology | The application of knowledge and understanding in using materials and components and developing ideas to plan processes to make and evaluate products. |
| English | Speaking and listening, reading, writing and vocabulary. |
| Geography | Geographical enquiry; Skills to develop knowledge and understanding of places, patterns and processes; Environmental change and sustainable development. |
| History | Chronology, Range and depth of historical knowledge and understanding, Interpretations of history; Historical enquiry, organisation and communication. |

| | |
|---|---|
| Mathematics | Using and applying mathematics, number, algebra shape, space, measure and data handling. |
| Music | Through the study of Music at Al-Noor primary, pupils develop the following skills: singing, rhythm, instrumentation, composition, listening and evaluating, understanding of the inter-related dimensions of music, understanding of the social and historic context of music. |
| Physical Education | Through games, movements and gymnastic activities: acquiring, developing, selecting and applying skills, tactics and compositional ideas; evaluating and improving performance; knowledge and understanding of health and fitness. |
| PSCHE | Promoting our children to live emotionally sound, healthy, independent lives, and to become informed, respectful and pro-active citizens. Religious Education (RE) of other faiths. |
| Science | Experimental and investigative science, Life processes and living things, Materials and their properties and Physical processes. |
| Qur'an and Islamic Studies | Qur'an Reading & tajweed, memorising, understanding. Beliefs, Practices, Worship, Conduct/Character, stories of the Prophets and the Companions, |

# School Performance

## EYFS 2026

Teachers assess pupils' abilities in each of the 17 areas of the Early Years Foundations Stage (EYFS) framework against the EYFS Early Learning Goal (ELG) descriptors. They attend local authority moderation meetings with other schools and the school's assessments are moderated periodically by the local authority too. Moderation is the process of ensuring that assessments made are aligned with national expectations and are thus accurate. The school's ELG judgments were moderated in 2019.

**GLD = A Good Level of Development.**
This is a national measure and is the proportion of pupils gaining 'Expected' or higher in the Prime areas and in Maths & Literacy.

| | Al-Noor Primary | | | | | | Redbridge | National |
|---|---|---|---|---|---|---|---|---|
| | 2026 | 2025 | 2024 | 2023 | 2022 | 2019 | 2024** | 2025* |
| %GLD | 95 | 90.0 | 90.0 | 91.5 | 80 | 91.5 | 72.6 | 68.3 |
| %EXS across all ELGS | 95 | 90.0 | 90.0 | 91.5 | 78.3 | N/A | 70.5 | 66.9 |
| Av. no. EXS ELGs | 16 | 15 | 16.1 | 16.3 | N/A | N/A | 14.2 | 14.1 |
| Av. total pt. score | 33 | 32 | 33 | 33.3 | 33.1 | 37.6 | N/A | N/A |

**Results for 2026 not yet published.*
***Results for 2025 and 2026 not available.*

https://explore-education-statistics.service.gov.uk/find-statistics/early-years-foundation-stage-profile-results

## Phonics Screening Test 2026

The Year 1 phonics screening check is an assessment for all children in Year 1 (typically aged 6). All state-funded schools with a Year 1 cohort must administer the checks.

The test was administered to Year 1 pupils of Al-Noor Primary School by their class teachers during June 2024. *Pupils were deemed to have met the required standard in phonics if they scored 32 or more out of a possible 40 in the test.*

| | Al-Noor Voluntary Aided Primary School | | | | | | Redbridge | England |
|---|---|---|---|---|---|---|---|---|
| | 2026 | 2025 | 2024 | 2023 | 2022 | 2019 | 2025** | 2025** |
| % Yr 1 pupils who passed the test | 93.33%* | 93.3% | 96.7% | 98% | 100% | 97% | 82% | 80% |
| % Disadvantaged pupils who passed the test | 89.28% | 70% | 100% | 100% | 100% | 100% | 70% | 67% |

*Two pupils were disapplied from the tests due to significant SEND or significant EAL. However the DfE includes disapplied pupils in the total pass rate.
Document version 25/26.1

**National and regional results have not yet been published.

https://explore-education-statistics.service.gov.uk/find-statistics/phonics-screening-check-attainment/2025-26

## Key Stage Two Results 2026

### Key Stage Two Results 2026

| | % Expected Standard or a scaled score 100 or higher | | | | | | | % Greater Depth or High Score (scaled score 110 or higher) | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AL-NOOR VA | | | Al-Noor Independent | | National | Redbridge | AL-NOOR VA | | | Al-Noor Independent | | National | Redbridge |
| | 2026 | 2025 | 2024 | 2023 | 2022 | 2026 | 2025 | 2026 | 2025 | 2024 | 2023 | 2022 | 2026 | 2025 |
| Reading | **85** | 90 | 93 | 83 | 100 | 75 | 80 | **45** | 41 | 46 | 38 | 41 | 31 | 44 |
| Grammar, Punctuation & Spelling | **92** | 95 | 93 | 93 | 100 | 74 | 82 | **62** | 47 | 66 | 55 | 63 | 30 | 45 |
| Maths | **90** | 91 | 95 | 90 | 100 | 75 | 82 | **40** | 40 | 44 | 55 | 63 | 27 | 42 |
| Writing[1] | **90** | 93 | 92 | 83 | 68 | 73 | 82 | **23** | 22 | 20 | 21 | 14 | 13 | 20 |
| Science[2] | **100** | 93 | 97 | 90 | 82 | 82 | 86 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Reading, Writing & Maths[3] | **78** | 79 | 88 | 76 | 68 | 63 | 73 | **12** | 14 | 10 | 17 | 32 | 9 | 16 |

| | Average Scaled Scores | | | | | | |
|---|---|---|---|---|---|---|---|
| | AL-NOOR VA | | | Al-Noor Independent | | National | Redbridge |
| | 2026 | 2025 | 2024 | 2023 | 2022 | 2026 | 2025 |
| Reading | **108.33** | 109 | 108 | 107 | 110 | 106 | 107 |
| Grammar, Punctuation & Spelling | **110.62** | 110 | 112 | 110 | 113 | 105 | 109 |
| Maths | **107.72** | 108 | 109 | 109 | 111 | 105 | 108 |

[1] Unlike reading, maths and Grammar, Punctuation & Spelling, writing is teacher assessed and not tested. However schools' assessment of writing is moderated by the local authority once every four years. Al-Noor VA was moderated in 2024. School staff also attend annual moderation training and internal joint moderation to ensure judgments are aligned to national expectations. Moderation is the process of ensuring that assessments are aligned with national expectations and are thus accurate. Local authorities are required to moderate the assessments of 25% of their schools each year, in a 4 year cycle. As there is no writing test there is also no standardised score for this subject. Writing is scored as 'has not met the standard' (HNM), or 'working towards the standard' (WTS), or 'expected standard' (EXS) or 'greater depth' (GDS).
[2] Science is teacher assessed and not tested. A score of 'Has not met the standard' (HNM) or 'Expected Standard' (EXS) is given for these areas.
[3] This is the proportion of the cohort that achieved the 'expected standard' or higher, which is a scaled score of 100 or higher in reading *and* maths tests *and* 'expected standard' or higher in teacher assessed writing. The higher standard is a scaled score of 110 or more in *reading* and maths *and* greater depth in writing.

## Multiplication Tables Check 2026

This test is administered in June to year 4 pupils. The purpose of the check is to determine whether children can fluently recall their times tables up to 12, which is essential for future success in mathematics. It also helps schools to identify if a child may need additional support. There is no pass mark for the test but the DfE has started to publish the average point score per pupil and the proportion of a school's year 4 cohort achieving full marks. Children sit an online test of 25 questions and are given a mark for the number of questions they answer correctly.

| | 2026 | 2025 | | | 2024 | 2023 | 2022 |
|---|---|---|---|---|---|---|---|
| | SCHOOL | SCHOOL | ENGLAND* | LA* | SCHOOL | SCHOOL | SCHOOL |
| % 20 marks or higher | 98.31 | 96.61 | 70 | 80 | 98.33 | 95 | 93 |
| % 25 marks | 35.59 | 61.02 | 37 | 47 | 68.33 | 53.33 | 34.43 |
| % 15 or less | 0 | 0 | 15 | 7 | 0 | 0 | 1.64 |
| APS | 23.88 | 24.14 | 21.0 | 22.4 | 24.47 | 23.73 | 23.13 |

https://explore-education-statistics.service.gov.uk/find-statistics/multiplication-tables-check-attainment.
National and regional figures for 2026 are not yet published.

## Staffing

The school employs at least one teacher and one teaching assistant for every class for KS1, and at least one teacher for every class and one teaching assistant across 2 classes for KS2. Class sizes are approx. 30 pupils. In addition, we have specialist teachers and teaching assistants who deliver timetabled lessons on Qur'an, Islamic studies and Arabic.

| Staff Members | Qualifications |
|---|---|
| Headteacher | BSc, QTS, MSc, PGCert.Ed., NPQH, NPQEL |
| 2 Deputy headteachers (full and part-time)<br>2 Assistant headteachers (full and part-time) | BSc/BA (Hons), QTS, NPQSL, National SENDCo, MEd. |
| 22 teachers (full and part-time) | Minimum level of qualification: Degree<br>Highest level of qualification: Hons degree, QTS, MA, NPQML |
| 18 teaching assistants | Minimum level of qualification: Level 3<br>Highest level of qualification: Hons degree |
| 5 administrative officers | Minimum level of qualification: Level 3<br>Highest level of qualification: Hons degree |
| 1 caretaker | 12 Midday supervisors |

## Attendance & Punctuality

School hours are 8:00am to 3.00pm Monday to Friday. Tag Rugby sports session take place in the park at 08.00am for years 1 upwards on Wednesday. Reception pupils are expected to partake in activities on school site.

Pupils are expected to maintain full attendance at school at all times unless genuine reasons prevent them. Non–attendance must be informed in advance wherever possible and absences due to sickness must be notified to the school office through a phone call on the morning of the absence and on every day of absence.

Holidays during term time disrupt learning and are not permitted. Government guidelines dictate that leave of absence during term time should not be granted by the school except in the most exceptional of circumstances. Leave of absence taken without the headteacher's permission could result in a penalty notice. The Head teacher can only authorise leave of absence in exceptional circumstances. If a head teacher grants a leave request, it will be for the head teacher to determine the length of time that the child can be away from school.

## Assessment and Reporting

Your child's progress will be monitored through:

- Regular half-termly or termly teacher assessment and end of topics tests in all subject areas
- Phonics screening Summer Term in year one,
- Formal end of Key Stage national tests in year two and year six,
- Tests in the summer term using end of year tests in Maths and English for years three, four and five
- Regular reading sessions, spelling tests and times tables tests (when appropriate)

We send progress reports home to parents at the end of each academic year.

## Parents' Evenings

Parents' Evenings are held two or three times a year. The first is held just after the first half-term of each new academic year. The focus at this meeting is to share your child's learning targets for you to support his/her work towards achieving. The second is held just after the middle of the school year and after mid-year reports are sent home, to allow the opportunity to discuss the progress of your child and the support he/she may still require to meet his/her targets. The EYFS, year two and year six classes have a third evening at the end of the year to discuss results in tests.

## Individual Learning Needs

## SEND

Some children may require learning support due to behavioural, emotional or learning-related difficulties and which may require further investigation. The school will involve parents as soon as possible to ascertain the best course of action. Often, sustained early intervention, with home support, will enable the child to make sufficient progress so that no further action will be required.

In the event that it is agreed that the child will need further support, the school's SENCO will enter into dialogue and discussion with parents or carers and with teachers to create an 'Individual Education Plan' (IEP). Targets are specified in this specific to the child's learning needs and his/her progress will be reviewed regularly against them throughout the year.

If a child does not make sufficient progress on an IEP or has a learning need needing further intervention, the school will make recommendations to parents to seek the advice and support of external agencies. The school will assist with this process and with implementing prescribed strategies to further the child's development.

Some children make progress slowly and remain behind their peers. The school provides a degree of one-to-one support in addition to other forms of provision. However if the school discovers that a pupil needs a very high proportion of time in one-to-one support to make any progress, we will have discussions with parents about the best way forward for their child. The school does not have an Educational Psychologist but will support parents in their own referrals to private Educational Psychologists and in referrals to the local authority for EHCPs.

## Intervention

All teachers carefully assess, track the progress of and set learning targets for all pupils on a regular basis. This allows them to identify pupils that need more support and suffer from gaps in their basic literacy and numeracy skills. These pupils are given additional, targeted, interventive support in small groups or one to one throughout the week and at the end or before the start of the school day against a tailor made programme.

## English as an Additional Language (EAL)

A substantial proportion of our school intake has a language other than English spoken at home. Taken in its broadest sense, these children speak and use English as an additional language. Most of these children do well in their literacy development at school and tests at all key stages, however it can be argued that they are not exposed to the same richness of language and vocabulary that non-EAL pupils from supportive families experience. Experts in EAL argue that this causes a slight impoverishment in thinking skills and thus language skills, noticeable in a somewhat limited vocabulary range, some degree of grammatical lapses, difficulty with comprehension when reading and a gap between reading skills and writing skills.

For this reason, Al-Noor Primary has adopted school-wide approaches to literacy development to cater for this need. We do this by ensuring extended writing opportunities for all pupils in all subjects other than Arabic and Qur'an. We also use visual aids such as key words in large print, associated pictures or symbols and word banks for pupils to use when they are writing. In addition speaking & listening, reading and writing are promoted through daily lessons and weekly guided reading sessions as well as through daily phonics lesson in the Reception and Year One classes.

Children for whom English is not their first spoken language, may need extra support in accessing learning in lessons and in improving their English literacy skills. EAL pupils will be highlighted for extra support from class teachers and teaching assistants. The school will also recommend to the parents of EAL pupils that they give their children extra support in English outside of school hours. For example more time spent talking in the mother tongue with their children to develop their thinking skills, as well as providing a wider variety of experiences and opportunities to learn about the world around them, using critical questioning to encourage thinking, speaking and listening. Parent might also be asked to provide tuition or read regularly with and to their children, to help them make speedy progress in English. Improved English skills helps to improve the progress of EAL pupils across the curriculum.

## Daily Prayer

Prayer is an uplifting, spiritually purifying and self-reflective habit for life. From year three onwards pupils offer the daily congregational prayer of Dhuhr in the prayer room. Year two joins the school at the start of the summer term once they have studied the prayer and ablution in Islamic Studies to a basic level. In the winter months, the afternoon 'Asr prayer is offered at the end of the school day.

The parents of children who are not Muslims have the right to be withdrawn from daily prayer.

## Contacting & Meeting with Staff

If parents are concerned about any aspect of their child's education or experience at school they can email teachers of their child's class. Teachers will check the account once a day and will reply within 3 working days depending on their workload.

Alternatively parents are welcomed to make an appointment to see their child's class teacher during school hours, through the school office. Teachers are available to parents, during the week, for a maximum duration of 20 minutes, the exact time is dependent on their class timetable and teachers' commitments.

We hope that discussing the problem with your child's teacher will resolve the issues raised. However if parents are still worried and they wish to take the matter further, they should make an appointment to see the headteacher.

All our staff will endeavour to be polite and courteous at all times. The Board of Governors and the headteacher will not tolerate rude or abusive behaviour towards any member of staff. Section 547 of the education act 1996 makes it a criminal offence for a person to be present on educational premises without lawful authority and to cause or permit nuisance or disturbance to the annoyance of the persons who lawfully use the premises. The school will have no hesitation in reporting breaches to the appropriate authorities for the necessary action to be taken.

## School Uniform

Our school uniform is strictly compulsory. School uniform serves an important purpose in any school. It emphasises the coming together for a common purpose, unity and the full, equal worth of each pupil. Diverging from school uniform can imply a lack of cohesion and sharing of values. All partners in our school are strongly bonded together by the school's values, vision and ethos.

It is our school policy that all children wear school uniform when attending school, or when participating in an event organised by the school outside normal school hours. We provide a complete list of the items needed for school uniform and information on where to purchase it in the school's *Parental Handbook* distributed to all parents upon enrolling a child at the school.

**Girls' Uniform**

**Autumn/Winter/Spring**

- School logo embroidered pinafore R-yr6, ankle length skirt for yrs 5 & 6 (optional)
- Charcoal grey school trousers to match pinafore
- Long-sleeved white shirt yr1-yr6, long-sleeved white polo-shirt R
- School logo embroidered cardigan
- White socks, black shoes
- Plain navy, one-piece hijab (optional at KS1)

**Summer (optional)**

- Plain white, long-sleeved, shirt-dress*

**Boys' Uniform**

Autumn/Winter/Spring

- Charcoal grey school trousers
- Long-sleeved white shirt yr1-yr6, long-sleeved white polo-shirt R
- School logo embroidered long-sleeved V-neck jumper

- Black/grey socks, black shoes
- School logo embroidered tie at KS2

**Summer (optional)**

- School shorts (over the knee)**
- Short-sleeved white school shirt

* The shirt dress should be full-sleeved, collared, buttoned and to the knee. As this item may not be customarily available, you may tailor the item as per the above specifications. This is to be worn over normal school trousers, without the pinafore or additional shirt.

** As over the knee school shorts are not customarily available, you may shorten and hem normal school trousers to the appropriate length.

**PE Uniform – girls and boys**

- School logo embroidered school sweatshirt
- Long-sleeved white polo-shirt, school logo embroidered version (optional)
- Grey jogging bottoms
- Socks and plain black plimsolls

Other

School book bags with the school logo are **optional**. PE bags with the school logo are **optional**. Lunch boxes, additional school bags and coats can be bought from other retailers and must not be decorated with images of people or animals.

Children in all classes must come to school wearing their PE uniform on the day(s) they have PE scheduled and stay in it for the duration of the day. Children must also wear black plimsolls only, as prescribed on the uniform list. No other footwear is permissible.

## Lunches

All pupils will benefit from the London Mayor's free school meals scheme whilst Mayor Sadiq Khan is in office. Should this come to an end, our usual lunch process will apply, as outlined below.

All pupils take school lunch every day, packed lunches are not permitted at the school. At Key Stage 1 these meals are free. At key Stage 2 a small daily charge applies but children eligible for free school meals do not have to pay.

Pupils are encouraged to drink water at school from the school fountains and are permitted to bring in bottled water and small, healthy snacks to consume at break time.

Al-Noor Primary is a nut and sesame seed free zone for the safety of pupils with severe nut and sesame seed allergies. Any snacks containing nuts or sesame seeds (such as nut bars, whole nuts, seeded buns, hummus and other dishes containing nuts as a key ingredient) are not allowed ('traces' are permitted).

## School Milk

Our school provides a milk scheme that is available to all of our pupils and we would like to invite you to register your child. School milk is free for all under-fives and is subsidised for pupils aged five or older at around £15 a term.

Each pupil that registers with Cool Milk will receive a carton of semi-skimmed milk every day, which is delivered fresh and chilled to the classroom. Find out more at www.coolmilk.com/whyschoolmilk.

Orders and payments are all made online and the milk is delivered to the school daily where staff distribute it at morning break time to those pupils registered with the scheme.

## Health & Safety

The school ensures that it maintains a safe and secure environment for all children by taking seriously its responsibilities as set out in the DFE guidance 'Health & Safety Department for Education Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies Updated: 7 February 2012'.

Risk assessments are carried out for all areas of the school open to pupil use and for all school trips. Fire drills take place regularly, as well as annual checks and electrical testing. The school building meets all current regulations for Health & Safety. Pupils are supervised throughout the school and when on school trips to ensure their welfare, health and safety.

All members of the school's staff and board of trustees have been vetted by the governmental Disclosure and Barring Service (DBS) and the school takes great care to carefully honour its Safeguarding commitments to pupils and families.

## Term Times

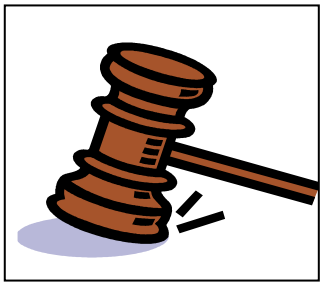


School dates are designated with the local education authority school calendar and the Islamic calendar in mind. The school is closed for Muslim festivals and public holidays. Mirroring local authority guidelines, we have circa 190 school days and 5 days of staff in-service training in each academic year. The school calendar is distributed to all parents at least a term in advance of the start of each new school year.

## Behaviour Management & Development

It is the objective of our school to provide a safe and secure Islamic environment for our children to learn and develop that nurtures them as much in behaviour and self-governance as it does in academic subjects. Al-Noor primary implements a positive behaviour development strategy that seeks to encourage good behaviour and motivation through lots of praise and reward. It recognises that a disciplinary code is needed too to help demarcate clear boundaries for pupils. This is progressive in nature, from detentions through to exclusions. The school wishes for pupils to acquire self-discipline through a growing awareness of the rights of others and a deep growth of emotional literacy, consciousness and skills. We want our children to learn and play happily and safely without being subjected to, or inflicting on fellow pupils, any form of bullying, aggression, victimisation, improper language or offensive gestures.

## Student Code of Conduct



The school seeks to nurture vital values and characteristics such as love of Allah and His Messenger Muhammad, salAllahu 'alaihi wa sallam and respect for all teachers, staff and members of society, within and outside of the school premises. We believe that we cannot foster these values on our own but only hand-in-hand with parents and families so request that our families foster the school's messages at home to help us nurture confident and emotionally mature individuals.

Pupils are expected to show respect towards and obey all staff members during and outside school hours. Neat and tidy school uniforms must be worn during school hours; children in non-uniform may be sent home. The Headteacher may require pupils to be withdrawn from the school if their

conduct is deemed detrimental to the health, safety and general well-being of the school community.

Pupils must not use profane language or use violence towards anyone. Neither should they cause damage to either school property or the property of fellow pupils, nor must they attempt to remove any equipment from the school premises. If the Headteacher deems it necessary, parents will be asked to attend the school to discuss their child's behaviour.

The moral and spiritual education of a child can only be effective with the co-operation and support of parents/guardians. We ask all parents to deflect unsuitable media or other influences from their children.

Extreme unruly behaviour and ongoing misbehaviour that does not improve despite school intervention, will lead to formal disciplinary procedures, such as exclusion from the school. Pupils have the right to fair and equal treatment, with the right to adequate warning and appeal.

Al-Noor Voluntary Aided Primary maintains an equal opportunities policy. No pupil of the school will be discriminated against, in particular on the grounds of any of the protected characteristics described in the Equalities Act 2010.

Parents are also requested to show respect towards staff members. Open parental conflict with schools causes bad behaviour and undermines discipline and the values we desire to nurture in pupils. The school expects that parents will behave as good role models for all pupils at all times, as it expects all staff members to do. It does not accept abusive behaviour from parents or carers towards any staff member.

## Rewards

Our reward system acts as a positive reinforcement of good behaviour. An abundance of praise is used both for the individual, groups and classes as a whole. We always aim to encourage good behaviour and work by praising such and avoid criticising unacceptable behaviour, in an attempt to avoid highlighting it. In practice this means a member of staff will often encourage all children to act in an appropriate way by praising those who are already behaving in that way. The praise takes the form of the member of staff directing other children's attention to those whose behaviour is exemplary. The member of staff praises a child, group or class and states why they have received the praise. This reinforces to the other children the behaviour that is desirable. The praise is sometimes accompanied by a reward for the child, group or class. We recognise that rewards are a much more effective means of eliciting good behaviour than sanctions, though both are necessary.

**The Star Chart / Online Class Dojo Chart**
Stars are awarded to children for either good academic effort or for good behaviour within and outside the classroom. The star is stuck on to the displayed star chart in the classroom under the pupil's name. Every week the two best performing girls and boys are presented with a certificate in assembly (staff must mark the commencing of each week to make clear who gains most across a week). Any student who earns three certificates in a term will receive a prize.

**Table Points**
Table points are awarded to children's tables within the classroom. Pupils on their particular tables, who behave and work well are given table points throughout the school day. This particular awards system promotes team spirit and encourages the children to support and advise one another.

**Weekly Headteacher Stickers**
Every week after Friday prayer teachers inform the headteacher which pupils in their classes deserve a special gold award sticker for effort and achievement in work and behaviour this week.

A select few who have demonstrated the most effort in all areas and at prayer times, are given a special Headteacher's Award sticker. This happens in front of all classes present (KS2 and Year Two in the summer term when they start joining school congregational prayers).

**Weekly Certificates- Star of the Week**
Each week certificates are awarded based on the star charts (see 9.1 above). On Monday mornings, these children receive a certificate from the headteacher who also explains their achievement to the whole assembly.

## Sanctions

| SANCTION: | Short timeout from classroom | Detention | One lesson timeout & break & informing parents | Behaviour Contract/ Behaviour Modification Plan | 1 day internal exclusion (full day timeout) → Suspension |
|---|---|---|---|---|---|
| **SAMPLE MIS-BEHAVIOUR: (for application of sanction indicated)** | • Low level disruption<br>• Disturbing the learning of other's<br>• Put downs<br>• Sarcasm | • Pushing<br>• Arriving late to lessons<br>• 3 warnings | • Play fighting<br>• Absconding<br>• Wilful hitting of another child<br>• Inappropriate language | • On-going repeated poor behaviour | • Defiance towards any staff member<br>• Bad language and swearing<br>• Involved in fighting |

# Exclusions

For pupils for whom it is proven upon investigation, that they have been engaged in fighting or other forms of violent behaviour or gross misconduct towards others, the headteacher will resort to exclusion.

An investigation consisting of a series of interviews of principal witnesses to events will be conducted to ascertain the facts as far as is possible. Parents will be informed of exclusions by a phone call and letter and invited to a meeting following the exclusion, when the pupil returns to school, to discuss the pupil's behaviour.

Exclusion may also be used for pupils whose continued poor behaviour over a sustained period of time has resulted in the escalation of sanctions up the school's sanction ladder (details of which are available in the school's Behaviour Development policy).

The length of the suspension will be left to the discretion of the headteacher. The severity of the incident(s) will play a part in determining this. Permanent exclusions may also be used on the third consecutive occasion of excludable behaviour or as a result of the above process, as a last resort when no other sanction, behaviour plan and rewards have worked to improve a pupil's very poor behaviour.

# Anti-Bullying

The school's policy for anti-bullying is informed by DfE guidelines. The school works hard to ensure all pupils are safe and happy whilst at school. Regular reminders of the importance of good character are emphasised both explicitly and implicitly through the staff & pupils, curriculum and environment. Bullying has no place at the school and the school takes a firm stance against it in all its forms. Parents/guardians and/or pupils can report bullying to the school at any time such a

concern should arise. An investigation will be carried out after by the Anti Bullying Coordinator to ascertain the facts. Thereafter appropriate action will take place to ensure the bullying stops and that the victim is helped to enjoy being at school again. Appropriate sanctions will also be given to the perpetrator(s).

## Admissions

The age of pupils in each year group is based on the following ages prior to the September of each year:

- Reception - 4 years
- Year One - 5 years
- Year Two - 6 years
- Year Three - 7 years
- Year Four - 8 years
- Year Five - 9 years
- Year Six - 10 years

## The Procedure

Al-Noor Primary School is a Voluntary Aided ('VA') primary school for pupils between the ages of 4-11. The school is a new VA school which opened in September 2018 and is now full with two classes in every year group from reception through to year six.

Al Noor Primary VA offers high quality education within an Islamic ethos which embraces diversity, nurtures compassion for all and requires good citizenship and collective work for the common good with all members of society, as part of the teachings of Islam.

The school has a published admissions number of 60 for Reception and 60 for Year 1. If a year group is undersubscribed, all applicants for that year group will be admitted.
30 places will be reserved in each year group for Muslim children (see the definition below) and the remaining places will be open to any other applicants.

Please see Admissions Policy on the school website for further details www.al-noorprimary.org.uk

## Further Information



The following information and copies of policies can be requested from the school and viewed on the school website at any time:

- Safeguarding and Child Protection Policy
- Complaints Policy

## Suggestions and Complaints

All suggestions and complaints are welcome. A detailed complaints policy is available on the school website. Comments and suggestions can also be sent in writing.



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*"…A goodly word like a goodly tree, whose root is firmly fixed, and its branches (reach) to the heavens of its Lord…It brings forth its fruit at all times …" (14:25-6)*

al-noor
PRIMARY SCHOOL

Amendments
The school may amend or alter a school rule, regulation or policy, without prior notification, as may become necessary from time to time.