

Al-Noor Voluntary Aided Primary School



“Lead and light to excellence in this life and the next.”

School Prospectus

School Contact Details

School Office

Al-Noor Voluntary Aided Primary School

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Someera Butt
Headteacher

Introduction

Al-Noor Primary is a two-form entry, faith-based, Voluntary Aided maintained school for boys and girls. It opens its doors in September 2018 to its first two cohorts at Reception and Year One and will take on two new classes of Reception aged pupil every subsequent September God willing. It will expand over five years and become full, with two classes in every year group, in September 2023 God willing.

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.

The school will have a four-pronged focus in its approach to teaching and learning and the curriculum in order to accomplish this.

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

High quality published schemes of work of proven effectiveness will be used to ensure rigour in the teaching and learning of English and Maths to ensure pupils skills are soundly developed from the outset. A focus on reading and on developing children's oracy will be used to provide excellent foundations in English and communication skills. A focus on mastery in maths will ensure the sound development of the skills children need to build on to make excellent progress. Additional resources will also be used to ensure that pupils who make slow progress in maths, struggling readers and EAL learners are given effective interventive support.

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

This is a scheme that reflects its faith ethos and aims to nurture a range of qualities to equip children with the skills and qualities needed 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. These include qualities such as resilience, honesty, respect, generosity and creativity.

3) 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 will develop a whole school approach to embed the teaching of thinking skills at the heart of teaching and learning. Investing in their training and support prior to opening will enable the school to embed this approach from in its initial phase to allow its natural infusion into the heart of teaching and learning as the school grows.

4) 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, every 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 will work to build emotional literacy and facilitate secondary emotional development wherever needed. A good scheme of SEAL will complement the school's PSCHE programme, as will Islamic Studies which will help to nurture healthy morality and provide sound religious knowledge to support the all-round growth of pupils.

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. 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 will be very welcome God willing to become part of the school's warm and exciting community.

Welcome to Al-Noor Voluntary Aided Primary!

Aims & Objectives

School Mission:

☞ Think and Learn ☞

☞ Pray and Grow ☞

☞ Serve and Lead ☞

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.

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.

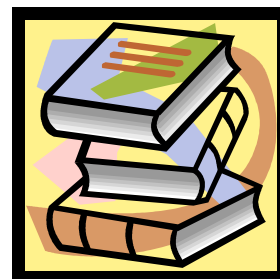
6. Literate & numerate

A systematic and relentless approach to ensuring the firmest foundations of English and Maths skills and attainment 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.

"...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)

The Curriculum



The school aims to provide all-round nurturing (tarbiyya) of pupils by providing sound Islamic education together with much of the National Curriculum. The curriculum aims to equip pupils with a solid foundation in basic religious beliefs and acts of worship and prepares them for secondary education and beyond as well as for their lives in modern Britain and the Hereafter.

The curriculum is taught through English but emphasis is placed on learning Arabic too, to help children connect to the Holy Qur'an. 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.

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). The curriculum can also be thought of as loosely comprising of two areas, Islamic Education and General Education (including EYFS):

Islamic Education

Our 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.

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.

General Education

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 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.

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

Curricular Subjects	Areas Covered
Religious Studies	Qur'an Reading & tajweed, memorising, understanding. Beliefs, Practices, Worship, Conduct/Character, stories of the Prophets and the Companions,
Arabic	Speaking and listening, reading comprehension and writing.
English	Speaking and listening, reading, writing and vocabulary.
Mathematics	Using and applying mathematics, number, algebra shape, space, measure and data handling.
Science	Experimental and investigative science, Life processes and living things, Materials and their properties and Physical processes.
Art and Design	Exploring knowledge to develop understanding and ideas; Investigating and creating varied craft and design projects; Evaluating and developing work.

Design & Technology	The application of knowledge and understanding in using materials and components and developing ideas to plan processes to make and evaluate products.
Computing	Learning to create computer programmes. Understanding how to use IT safely including topics such as cyber bullying. Using software effectively for specific purposes.
History	Chronology, Range and depth of historical knowledge and understanding, Interpretations of history; Historical enquiry, organisation and communication.
Geography	Geographical enquiry; Skills to develop knowledge and understanding of places, patterns and processes; Environmental change and sustainable development.
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.
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.

School Performance

The school is only one year old so has limited performance data to share. However it can share its results at end of EYFS and year one phonics.

EYFS 2019

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 is "a Good Level of Development" is a national measure. It is the proportion of pupils gaining 'Expected' or higher in the Prime areas and in Maths & Literacy.

	Al-Noor Primary	Redbridge	National
%GLD	91.5	75.8	71.9
Av. total pts. score	37.6	36	34.6

Phonics Screening Test 2019

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 is administered in June. *In 2019, pupils met the required standard in phonics if they scored 32 or more out of a possible 40 in the test.*

	Al-Noor VA	Redbridge	National
% of Year One pupils that passed the test	97%	84%	82% ¹

Staffing

The school employs at least one teacher and one teaching assistant for every class and 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 (part-time)	BSc, QTS, MSc, PGCert.Ed., NPQH, NPQEL
2 Deputy headteachers (part-time)	BSc/BA (Hons), QTS, NPQSL, National SENDCo
12 teachers (full and part-time)	Minimum level of qualification: Degree Highest level of qualification: Hons degree, QTS, MA
12 teaching assistants	Minimum level of qualification: A'levels Highest level of qualification: Hons degree
5 administrative officers (part-time)	Minimum level of qualification: BTech/NVQ Highest level of qualification: Hons degree
1 caretaker	Minimum level of qualification: NVQ level 2 Highest level of qualification: A levels
6 Midday supervisors	Minimum level of qualification: 5 GCSEs at grades A-C, Highest level of qualification: Degree

Attendance & Punctuality

School hours are 8:00am to 3.00pm Monday to Friday, except Thursday for a tag rugby sports session in the park at 7.30am for yrs 1 upwards, Reception pupils are also be expected to attend at 7.30am to partake in activities on school site.

¹ Phonics screening check and key stage 1 assessments in England, 2019, published September 2019

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 importance 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 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-yr4, ankle length skirt yrs 5&6 (optional)
- School trousers
- long-sleeved white shirt
- School logo embroidered cardigan
- white socks, black shoes
- School logo embroidered navy hijab (logo) (optional at KS1)
- School logo embroidered blazer, yrs 5 & 6 (logo)

Boys' Uniform

Autumn/Winter/Spring

- trousers
- long-sleeved white shirt
- School logo embroidered long-sleeved v neck jumper
- socks and black shoes
- School logo embroidered tie KS2
- School logo embroidered blazer yrs 5 & 6

PE Uniform – girls and boys

- School logo embroidered school polo-shirt
- School logo embroidered school sweatshirt
- School logo embroidered school jogging bottoms
- Socks and plain black plimsoles

Lunches

All pupils must take school lunch every day. Packed lunches are not permitted at the school. At Key Stage 1 these meals are free. At key Stage 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 but those containing unavoidable 'traces' are permitted.

School Milk Scheme

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)	<ul style="list-style-type: none"> • Low level disruption • Disturbing the learning of other's • Put downs • Sarcasm 	<ul style="list-style-type: none"> • Pushing • Arriving late to lessons • 3 warnings 	<ul style="list-style-type: none"> • Play fighting • Absconding • Wilful hitting of another child • Inappropriate language 	<ul style="list-style-type: none"> • On-going repeated poor behaviour 	<ul style="list-style-type: none"> • Defiance towards any staff member • Bad language and swearing • 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: 'Supporting children and young people who are bullied 2014' and 'Preventing and tackling bullying 2014'. 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 with Reception and Year 1. It is therefore phasing in year groups on an annual basis, with annual Reception intake, until all year groups are present.

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 Children Policy
- Complaints Policy



Suggestions and Complaints

All suggestions and complaints are welcome. Comments and suggestions should be submitted to the headteacher in writing. Parents also have a forum for discussion and input through a comments and suggestions box, a formal complaints procedure, directly to the Headteacher and through our Annual Parents Meeting.



“...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)



Amendments

Al-Noor Primary School reserves the right to amend or alter any school rule, regulation or policy, without prior notification, as it may become necessary from time to time.