

# School inspection report

17 to 19 June 2025

## **Oakwood Primary School**

117 Tennyson Road

Luton

Bedfordshire

LU1 3RR

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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## Summary of inspection findings

1. Governors oversee school practice effectively and ensure that leaders have the knowledge and skills to review procedures and implement change so that pupils' welfare is continually prioritised.
2. Leaders have a clear vision for school improvement arising from thorough ongoing reviews of school practice.
3. Teachers follow a consistent approach across the school. They teach well-planned lessons, structured to build pupils' knowledge and skills effectively. Teachers have good subject knowledge. They are skilful in asking effective questions, so pupils' understanding is appropriately challenged and developed.
4. The curriculum exposes pupils to a range of academic and creative subjects. Leaders prioritise language skills and numeracy knowledge as well as Islamic studies, in line with the school's ethos. Pupils develop confidence in speaking, reading and writing skills and apply these skills effectively across all subjects.
5. Teachers assess what pupils know and can do and use this combined with available assessment data to plan lessons at a suitable level. Pupils' learning is supported and extended in line with their individual needs and abilities. Consequently, pupils make good progress and can apply their knowledge in contexts that are meaningful to them.
6. Pupils' physical education skills are more limited. They have fewer opportunities to extend their skills. Teachers are less consistent in adapting plans to meet the needs of pupils so progress in this area is less consistent.
7. The school's ethos to develop pupils' character, moral qualities and manners in line with Islamic principles is an integral part of all school activities. High expectations set by leaders and constantly reinforced by staff help pupils to be well mannered, polite and kind to one another.
8. The school's ethos promotes pupils' spiritual understanding of their faith. Pupils learn about other faiths, so that they are tolerant and respectful of other views.
9. The school's values foster social awareness and community responsibility in pupils. Pupils develop a positive sense of responsibility to others and contribute meaningfully to their school and the local community.
10. Teachers provide many opportunities for pupils to celebrate different cultures. As a result, pupils are well prepared for life in British society.
11. Most of the pupils in the school speak English as an additional language (EAL) so all teaching is adapted appropriately to meet these needs. There are only a few pupils with more limited English on arrival in the school. These pupils are effectively supported with specific individually designed programmes. Pupils who speak EAL make good progress.
12. In the early years effective teachers observe children's responses, ensuring that those who need additional teacher support, both to consolidate knowledge or to extend their learning, have further work planned to meet their needs so that they make progress and reach a good level of

development. This includes the children in the school who have special educational needs and/or disabilities (SEND). Staff regularly check all children's emotional responses so their needs can be supported.

13. The leaders and trustees ensure that a suitable safeguarding policy which is in line with statutory guidance is both regularly reviewed and updated and is suitably implemented in practice. This engenders a supportive and effective safeguarding culture which promotes the welfare of pupils.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

## Recommended next steps

Leaders should:

- ensure that wider opportunities for pupils to apply, embed and extend their physical education skills are provided so that pupils make progress in line with their abilities
- monitor physical education teaching and ensure staff develop their knowledge and adapt plans to help pupils progress according to their abilities.

## Section 1: Leadership and management, and governance

14. Knowledgeable leaders have a vision for school development and set a clear direction in line with the school's aims, seeking to enable pupils to reach their potential. Leaders undertake a consistent process of self-review which informs an effective school development plan taking the views of pupils, staff and parents into consideration.
15. As a result of effective review, leaders have introduced a number of initiatives to support improved provision. One of these is the introduction and promotion of a school 'mini- baccalaureate'. Pupils from Year 1 onwards have to achieve goals in six defined areas every two years to reach a different level of the award. This focus is helping to promote pupils' understanding of the importance of good attendance, encouraging pupils' personal and spiritual development and developing their awareness of the importance of community contribution.
16. Leaders integrate the school's faith-based aims into all areas of school life. Pupils demonstrate respect, kindness, and good manners. They have a clear sense of community cohesion and understand the importance of social responsibility in line with the school's aims.
17. Leaders communicate their ambition to staff effectively, including in the early years, through clear teaching policies and effective staff supervision. Leaders monitor teaching and have the skills to provide suitable mentoring and training to support staff development. The regular monitoring of teaching ensures a consistent approach aligned with the leaders' vision. Pupils experience a familiar pattern in lesson structure and understand what is expected of them.
18. Trustees ensure that pupils' welfare is promoted effectively. The trustees meet regularly to examine reports provided by leaders and those provided by individual trustees following visits to assess specific areas of oversight, such as safeguarding. They ensure that the school complies with legislation and monitor policy implementation, holding leaders accountable. Trustees also offer appropriate support and help to ensure that the Standards are consistently met.
19. The school has an established, systematic approach to identifying and addressing risk. Leaders ensure advice and support from external agencies, including any relevant safeguarding partners, are considered and actioned as required. The potential consequences of any actions are thoroughly considered. Leaders ensure that staff members are adequately trained to assess risks in areas relevant to their roles, including safeguarding, trips, and the day-to-day management of early years teaching spaces. The welfare of pupils is prioritised.
20. Leaders publish required information on the school's website, including the complaints policy. They keep records of concerns and actions taken, promptly following procedures. Parents are regularly informed about their children's progress through parents' evenings and year-end reports.
21. The school complies with the requirements of the Equality Act 2010. All pupils have equal access to the school's suitable provision. Leaders ensure the curriculum takes into account all relevant legislation. Leaders review the school's accessibility plan in line with requirements and ensure its continued suitability.

## The extent to which the school meets Standards relating to leadership and management, and governance

**22. All the relevant Standards are met.**

## Section 2: Quality of education, training and recreation

23. The school curriculum includes all the required areas of learning and is expanded with Arabic and Islamic studies. It is supplemented by trips to the local area and visits from external organisations and by an after-school programme which allows the pupils to develop their creative, sporting and wider interests. These activities provide pupils with broader experiences and help them contextualise their learning. Children in the early years develop their understanding of the world around them through activities such as interacting with animals during a visit from a petting zoo and visits to the local park.
24. The inclusion of Arabic in the curriculum from Year 1, combined with the high level of specialist knowledge and effective instruction, ensures that pupils gain a suitable understanding of a language other than English. By the end of Year 6 pupils can read and recite significant passages in Arabic from the Qur'an fluently.
25. Leaders ensure the curriculum includes opportunities to develop their technological and artistic skills. Teachers plan activities which enable a creative response to tasks, so pupils apply their creativity across the curriculum. By Year 6, pupils can assess the criteria for designing a functional electrical game, considering both its artistic elements and its connection to their science knowledge. Pupils throughout the school can assess the different artistic styles of various artists and take this into account in their own work. They use a range of computer programmes to support their work across subjects.
26. Teachers implement a consistent teaching approach determined by school leaders. Pupils know what is expected and begin lessons promptly. Lessons are designed effectively to review past learning and introduce new knowledge sequentially. Pupils make good progress.
27. In the early years, effective teacher-pupil interactions and a learning environment that focuses on language acquisition help most children achieve a good level of development. Staff model language effectively and encourage children to use specific vocabulary displayed on labels around activities and on display boards. Staff plan work linked to themes and story books, so learning is relevant and engaging for children and they learn to value language.
28. Literacy skills are promoted throughout the school by leaders. Teachers ask effective questions, using and modelling sophisticated subject-specific vocabulary. By the end of Year 6 pupils speak confidently, use subject specific vocabulary accurately and write in a variety of genres with increasing accuracy and imagination.
29. Leaders encourage pupils' independent thinking. 'Questions of the day' at the school entrance, such as, 'If you had a different name would you be a different person?' encourage pupils to reflect deeply, discuss and justify their opinions. Similar philosophical questions relating to the current topics studied in class are part of class displays. Pupils respond with thoughtful written responses or further questions.
30. In the early years, key workers know the specific needs of the children they support and tailor questions and encourage participation in activities so that the children take the next steps they need to make progress. Children divide counters equally into two groups and identify odd and even numbers accurately. Children with higher prior attainment in numeracy confidently add numbers above ten in groups of two or three, developing early multiplication and division skills.



31. Pupils across the school develop confident mathematical skills and appropriate knowledge. Pupils in Year 5 make progress in understanding multiplication of decimals either through support from well-chosen provided resources or because they have time to practise and develop skills independently. While most of the pupils who speak English as an additional language (EAL) do not require specific individual support, teachers incorporate subject-specific vocabulary banks and visual aids in their instruction for all pupils. Teachers tailor work to the needs of a few pupils who need greater support which helps them make good progress.
32. The school identifies very few pupils in the school as having SEND. Teachers use observations and assessments as well as advice from external specialists to design programmes that help pupils advance in their learning and make good progress.
33. Teachers assess pupils' learning effectively. Teachers use available assessment data to plan lessons at a suitable level to support and extend learning in line with the individual needs of pupils. Teachers ask probing questions in written comments on pupils' work. Teachers consider pupils' verbal and written responses to address any misconceptions and plan further activities to enhance pupils' understanding. Pupils can apply learning to real-life contexts, in line with leaders' expectations. Pupils understand what they have done well and what they need to do next.
34. Pupils with higher prior attainment are provided with further opportunities such as different starting points in mathematics and opportunities to plan and design experiments in science. They are given tasks which allow them to work with greater independence and autonomous decision-making. As a result, these pupils make good progress.

### **The extent to which the school meets Standards relating to the quality of education, training and recreation**

- 35. All the relevant Standards are met.**

## Section 3: Pupils' physical and mental health and emotional wellbeing

36. Staff emphasise the importance of positive behaviour and its impact on character development through assemblies and the Islamic studies curriculum. Teachers ask questions about stories involving important figures in Islamic and British culture and promote reflection on their character traits. This helps pupils understand positive traits like apologising, forgiveness, and making amends.
37. Good behaviour is promoted as part of the school's 'mini baccalaureate'. Pupils understand the school's behaviour policy. Pupils behave courteously, showing genuine respect and care for one another, minor behavioural issues are generally promptly addressed. Instances of bullying are rare and are appropriately and swiftly handled if they occur.
38. The physical education (PE) curriculum and other scheduled activities during the school day allow pupils to understand the importance of physical activity for maintaining fitness. The science curriculum includes topics such as healthy eating and the importance of a balanced diet. Pupils learn about the impact of drugs on the human body.
39. Teachers of PE develop pupils' skills in areas such as ball skills, gymnastics, and athletics. However, teachers' skills and knowledge in adapting plans to meet the needs of children is less effective than in other subjects. This limits the progress pupils make in developing and extending their physical skills according to their abilities.
40. Children in the early years have designated playground times and access to suitable play and sports equipment. They build co-ordination, balance, and core strength. However, there are limited opportunities for pupils from Year 1 onwards to further develop their physical and co-ordination skills and pursue their interests. This also contributes to pupils' making slower progress in PE and means that pupils develop physical skills less effectively.
41. Personal, social, health, and economic (PSHE) education lessons, reinforced by weekly discussions and whole school weekly 'wider world assemblies', ensure pupils develop a comprehensive understanding of the values that underpin British society. Topics such as discrimination or stereotyping are revisited in different year groups, so pupils build knowledge and understanding of these issues.
42. All the required areas of relationships education are covered in line with statutory guidance and pupils' understanding is appropriately assessed to inform future planning. Pupils in Year 6 examine the structures of various families and traditions within marriage or civil partnership relationships. They learn to understand and respect perspectives that differ from their own experiences.
43. The PSHE curriculum covers all required areas. A school counsellor is available to assist and support pupils and families. Pupils develop skills for building positive relationships and maintaining mental wellbeing. Staff praise and recognise pupils' achievements. Leaders provide opportunities for pupils to perform in assemblies and plays, supporting the development of positive self-esteem and self-confidence.

44. The curriculum teaches Islamic values and allows pupils to compare their own and other faiths and to understand how faith can influence the decisions people make. They learn to respect diverse views and gain a spiritual perspective on the world.
45. Staff in the early years effectively support pupils' personal, emotional, and physical development. They teach children to express their emotions using a name and picture chart, regularly checking and addressing any concerns recorded. Teachers plan effective group and individual activities to enhance children's fine motor skills. Children learn to co-operate, share, and work towards common goals.
46. Leaders promote a positive culture of school attendance, expecting at least a 97% rate for pupils to be eligible for any awards in the school's 'Baccalaureate' scheme. Admissions and attendance registers are maintained as required. Leaders share necessary information about pupils leaving or joining the school at non-standard times with the local authority.
47. Staff-to-child supervision ratios in the early years are consistently maintained as required. Pupils throughout the school are appropriately supervised by the suitable deployment of staff.
48. An effective health and safety policy provides clear procedures and essential information to staff, who are adequately trained to execute their duties in accordance with their roles and responsibilities. External audits of fire safety by agencies assist school staff in assessing fire risk. Leaders implement necessary actions and ensure that firefighting or prevention equipment is maintained appropriately. Regular evacuation drills are conducted and records of these kept properly to enable review of procedures. The school premises are adequately maintained. On-site staff address maintenance needs in a timely manner to resolve any issues.
49. A designated area is available for pupils who feel unwell. Staff receive appropriate training, including paediatric first aid, and school procedures provide suitable guidance to staff responsible for medical care.

### **The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing**

- 50. All the relevant Standards are met.**

## Section 4: Pupils' social and economic education and contribution to society

51. The school's ethos fosters the development of a positive sense of social awareness and community responsibility among its pupils. Leaders ensure the curriculum includes activities which develop pupils' respect for cultural diversity in their own and the wider community, promote self-discipline, and encourage understanding of social responsibility, in line with the school's aims.
52. In personal, social, health, and economic (PSHE) education classes, pupils gain knowledge about building healthy relationships, recognising peer pressure, and evaluating how their actions affect others. These principles are consistently reinforced through positive and supportive daily interactions between staff and pupils. Pupils apply this understanding when working and playing with one another. Children in the early years enjoy role play activities without the need for much adult involvement, as a result of prior teaching and guidance. Pupils in Year 6 work co-operatively. Differences of opinion are resolved through careful reflection on the advantages or disadvantages of ideas and common ground being established. Pupils negotiate and value each other's opinions being able to justify and explain their own.
53. To achieve each level of the school 'Baccalaureate scheme' pupils must complete and submit evidence showing 30 hours of community service. Year 6 pupils perform weekly community service clearing litter in the local park. The school helps pupils raise funds, with charitable giving on Fridays and various charity events throughout the year. Pupils also support local foodbanks. Some pupils in Year 6 are prefects, while pupils from Year 1 can be elected as school council representatives. School facilities, like the prayer hall and playground, have been improved alongside a number of other initiatives due to school council action. Pupils understand the importance of being active British citizens and contributing positively to their community.
54. The curriculum includes suitable opportunities for pupils to learn about economic concepts. Pupils in Year 5 learn about world trade in geography. In PSHE pupils learn how to manage and make decisions about money. By Year 6 pupils can apply this knowledge to create a business plan and manage contractors. For example, during a fundraising enterprise activity, pupils make a significant profit from an initial budget. Pupils understand the relevance to adult life of what they learn, in line with leaders' aims and ethos.
55. The PSHE and wider curriculum includes topics in each year group that foster an understanding of rules and laws. In history lessons on the Roman Empire, pupils in Year 1 consider the impact of Roman rule. Pupils discuss the concept of monarchy and its role in law making across different traditions and throughout history. They reflect on the development of democracy when studying Ancient Greeks. Pupils in Year 6 learn about laws and rules related to age restrictions on website usage, along with regulations regarding the use of money and gambling. Pupils understand the importance of having and abiding by laws as well as the role of British institutions.
56. Through the Islamic studies curriculum, highlighting historical figures as role models, pupils gain knowledge of Islamic history, culture and faith. In art lessons pupils learn about artists such as Stephen Wiltshire, Henri Rousseau, and Humayra Bint Altaf. Pupils respect the contributions made to society by many different people. Events like 'Culture Day' celebrate pupils' cultures with traditional costumes and food. Pupils in Year 2 have pen pals from a non-faith school to share experiences and learn about wider British culture. Pupils in Year 6 study the impact of Chinese

culture on pottery and art. These experiences help pupils to value and respect their own and other cultures, reflecting British values, so they are well prepared for life in British society.

**The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society**

**57. All the relevant Standards are met.**

## Safeguarding

58. There is a supportive safeguarding culture in the school. All staff, including those with specific safeguarding duties are suitably aware of their responsibilities and school procedures.
59. Staff receive appropriate training and regular updates in line with the requirements of their roles as well as local and national guidelines.
60. Staff promptly report any concerns, and leaders maintain accurate records of decisions made and actions taken, including any communication with external partner agencies. They ensure that pupils and families receive the support and assistance required.
61. The head teacher maintains proper records of low-level concerns regarding staff and any actions taken, following statutory guidelines.
62. The curriculum includes online safety education. Leaders monitor internet use and take action to keep pupils safe. Trustees ensure the school's internet filtering systems are effective. Several methods are in place to ensure that pupils understand whom to go to and how to seek assistance, if they have any safeguarding concerns.
63. Trustees formally review policy and procedure. They receive regular updates from leaders and thorough reports from the safeguarding governor, who visits the school regularly to monitor practices and review records including those for recruitment. Recruitment procedures are recorded appropriately on the single central record of appointments (SCR). These systems enable trustees to monitor patterns in records, pupils' attendance data and provide support and challenge to the leadership effectively.

### The extent to which the school meets Standards relating to safeguarding

- 64. All the relevant Standards are met.**

## School details

<b>School</b>	Oakwood Primary School
<b>Department for Education number</b>	821/6011
<b>Registered charity number</b>	1123924.
<b>Address</b>	Oakwood Primary School 117 Tennyson Road Luton Bedfordshire LU1 3RR
<b>Phone number</b>	01582 518 800
<b>Email address</b>	admin@oakwoodprimary.co.uk
<b>Website</b>	www.oakwoodprimary.co.uk
<b>Proprietor</b>	Oakwood Education Trust
<b>Chair</b>	Nadeem Butt
<b>Headteacher</b>	Fatemah Salihi
<b>Age range</b>	3 to 11
<b>Number of pupils</b>	151
<b>Date of previous inspection</b>	5 and 7 July 2022

## Information about the school

- 65. Oakwood Primary School is an independent co-educational day school. The school is supervised by six trustees who are trustees of the charity.
- 66. There are 55 children in the early years in one Nursery and one Reception class of 23 children.
- 67. The school has identified two pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
- 68. The school has identified English is an additional language for 105 pupils.
- 69. The school states its aims are to provide a safe, purposeful and supportive environment, to foster a sense of self-esteem and respect for others, to enable each child to develop their full academic and social potential, to value cultural diversity and the richness of the school community, to provide experiences that are stimulating, challenging and enjoyable, to develop self-discipline and a sense of social responsibility and to encourage a sense of wonder, spiritual awareness, and responsibility for the world around them.



## Inspection details

### Inspection dates

17 to 19 June 2025

70. A team of three inspectors visited the school for two and a half days.

71. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with a trustee
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

72. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

**How are association independent schools in England inspected?**

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **[www.isi.net](http://www.isi.net)**.

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