

Tarbiyyah Primary School

Independent school standard inspection report

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Reporting inspector	Zahid Aziz

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

Information about the school

Tarbiyyah Primary is an independent Islamic school situated in Cranford in the London Borough of Hounslow. It opened in September 2011 and is registered to provide a mixed education for twenty pupils aged five to six years. There are currently four pupils on the roll and none are in receipt of government funding. Most pupils are of Pakistani heritage. None have a statement of special educational needs and very few learn English as an additional language.

The school is run by the Heathrow Muslim Community Centre. The school's aim is 'to cultivate and educate Muslim children with the knowledge and life skills required to become positive contributors and examples of excellence in their communities and the society'.

This is the school's first inspection. The school has applied to the Department for Education (DfE) for a material change to extend the age range, and number on roll, for which it is registered. The school proposes to admit up to thirty pupils, including ten children into the Early Years Foundation Stage, and introduce a Year 2 class of six- and seven-year-olds, but not to extend the total number on roll in Key Stage 1 (Years 1 and 2) beyond twenty pupils. The DfE requested that this application was considered as part of the inspection.

Evaluation of the school

Tarbiyyah Primary School provides a good quality of education and successfully meets its aims. The school has suitably addressed the weaknesses identified in the previous report so it now meets all of the regulatory requirements for independent schools. As a result of good teaching and an effective and engaging curriculum, pupils make good progress in their learning. Safeguarding arrangements are good and pupils are well looked after. The provision for the spiritual and moral development of pupils is a particular strength of the school.

The material change request is not recommended because the school does not have appropriate facilities to admit ten children under five years of age; however, there are appropriate plans in place to accommodate and teach up to twenty pupils in Key Stage 1.

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

Quality of education

The curriculum is good. Pupils are provided with a wide range of learning experiences, with a good emphasis on developing their speaking and listening skills. Provision covers all of the required areas of learning and broadly reflects the full range of National Curriculum subjects. Appropriate emphasis is given to developing pupils' English, mathematics, science and information and communication technology (ICT) skills and pupils make good gains in their learning in these subjects. However, opportunities to develop pupils' literacy skills in all subjects is underdeveloped. As a part of the school's aims, work on the Qur'an, Islamic studies and *Tarbiyyah* (upbringing) play a crucial role in effectively developing pupils' spiritual, moral, social and cultural development when linked with personal, social and health education and citizenship. Provision enables pupils to learn about diverse cultures and ways of life in the wider community both nationally and globally. Arabic is taught as a modern foreign language and pupils make good, and sometimes better, progress in this subject. The subject also makes a positive contribution to further developing pupils' linguistic and communication skills and their religious identity.

Schemes of work clearly indicate how learning will progress and how it will be assessed. Pupils' artistic and practical talents are nurtured well and a good standard of art and practical work in design and technology is achieved. Information technology is well used to support learning and pupils use the internet effectively for research and enquiry activities. There is access to a digital projector and it is well used. The extra-curricular programme is strong, with pupils being able to choose from a range of lunchtime activities, including sports, arts and craft, ice-cream making, football and basketball. The curriculum planning for an additional 10 children in the Early Years Foundation Stage and for a Year 2 class are likely to meet requirements, but their implementation was not seen.

Teaching and assessment are good. Provision enables pupils to make good progress over time. Effective learning occurs in the great majority of lessons. Pupils respond well to the opportunities to learn in active ways. For example, in a lively and fast-paced science lesson, pupils did worthwhile practical experiments, and teachers used visually interesting resources, such as a candle being lit, to create a sense of 'awe and wow' to promote learning. Good quality discussions also engage pupils, particularly when teachers probe and deepen their understanding through expert questioning in a range of subjects. Such activity helps to improve pupils' speaking and listening skills, especially when pupils talk to each other in pairs. Provision successfully boosts individuals' self-confidence and self-esteem. Pupils respond with interest, demonstrate a good recall of previous learning, and are keen to explore deeper meanings when the subject matter is engaging and presented in an interesting way. For example, in a session, pupils explored the meaning of the term 'community', a theme which engaged interest and motivated pupils to learn. A teaching strength is the way in which attention is given to the learning needs of each individual pupil in the small class. The teacher and teaching assistant understand the differing needs and abilities of pupils and ensure that all are challenged effectively

The school has good arrangements for the continuous assessment of pupils' progress. All pupils have challenging targets based on the good assessment of their attainment on entry to the school. Where assessment is occasionally satisfactory, pupils' progress is sometimes restricted when success criteria are not fully shared or when data on prior attainment are not used well in planning. The high expectations of staff are reflected in the good progress seen in their assessment records. The latest assessments indicated that virtually all pupils were already working at, or exceeding, their challenging end-of-year targets. Pupils with English as an additional language demonstrated the same good progress towards their targets as their peers.

Arrangements for the teaching and assessment of children in the early years and the proposed Year 2 class are likely to meet requirements, but their implementation was not seen.

Spiritual, moral, social and cultural development of pupils

Provision for pupils' spiritual, moral, social and cultural development is good. The key strength is the Islamic ethos which permeates throughout the school. All activities involve some feature of Islamic *adab* (manners) and *Tarbiyyah* (upbringing) such as greeting others and reciting or making a *du'a* (prayer). Whenever an activity begins pupils recite *Bismallah* (In the Name of Allah) giving an holistic and meaningful approach to daily routines, including at the start of break times. Pupils express themselves with confidence and clarity and interact well with each other and the adults around them. They have very positive attitudes to learning.

Pupils are able to talk confidently, and respectfully, about different communities and are sensitive to the needs of people who are different from themselves. For example, one pupil stated that it is important to invite 'different people into your home otherwise they will feel bad'. Pupils' behaviour is good overall and pupils have a very clear understanding of right and wrong. It is often outstanding in lessons; however, there are times when pupils are working on their own that they need to be reminded to follow rules about best behaviour. Pupils say that they enjoy school and this is reflected in their good levels of progress and regular attendance, which has improved recently. Pupils take on responsibilities to improve the school through the work of school council and by collecting money for charity.

Pupils enjoy visits to different places of interest, for example the Science Museum and a local library, to support their developing understanding of English public institutions. Additionally, topics covered contribute to their understanding of cultural diversity. For example, themes such as Multicultural Britain Week, enable pupils to gain a better understanding of different communities living in the United Kingdom and, as a consequence, help them acquire a sense of tolerance, understanding and respect for others who may be different from themselves.

Welfare, health and safety of pupils

Provision for pupils' welfare, health and safety is good. All of the requirements for safer recruitment are met, including the required checks on volunteers. There are effective procedures in place for child protection and they are implemented effectively. All staff, including the designated person for child protection, have been appropriately trained at the required level. The school has the full range of policies in place as required by the regulations, including a robust anti-bullying policy, and these are implemented effectively. Pupils confirm that they feel safe and know who to turn to if they have concerns, and that these concerns are appropriately and quickly dealt with. The school has good arrangements for supervising visitors to the site. Regular risk assessments are undertaken on all areas of the school and prior to school visits. Pupils are taught how to conduct themselves responsibly and to work and play safely. They also have a good understanding of road safety. Pupils show an excellent understanding of healthy lifestyles by eating healthy food and in their enjoyment of physical activities such as playing football and basketball. There is a good level of fire safety; fire drills are undertaken regularly and are suitably recorded. The attendance and admissions registers are kept in accordance with regulatory requirements. The school fulfils its duties under the Equalities Act 2010.

Suitability of staff, supply staff and proprietors

Safeguarding policies and recruitment practices are robust and they will be used in the event that new staff are employed if the school roll rises. There is a well-maintained electronic single central record. All of the required vetting checks are carried out on staff and others to ensure that they are suitable to work with children.

Premises and accommodation at the school

The premises and accommodation are appropriate for effective learning and ensure pupils are kept safe. The school is located in a three bedroom semi-detached house, which was formerly a dental practice. The school occupies the first floor of the building and part of the ground floor. The other part of the ground floor is used by a playgroup between 9.45am and 11.30am daily. The school has its own entrance and pupils' health and safety are not compromised by accommodation arrangements. The current premises and accommodation meet regulatory requirements. However, the proprietor recognises that the proposed facilities for the early years are not likely to meet requirements. In contrast, premises in which Year 2 pupils will be located are likely to meet requirements and Key Stage 1 facilities can accommodate up to 20 pupils.

Provision of information

The school prospectus provides parents and carers with clear and accurate information about the school's aims, curriculum and organisation and its helpful website indicates where further information is available. All of the required information is provided, or is made available to parents and others on request. Termly reports are sent home to parents and carers to suitably inform them about their children's attainment and progress in each subject taught.

Manner in which complaints are to be handled

The complaints procedure meets regulatory requirements. There have been no formal complaints since the school opened in September 2011.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- share success criteria in lessons more consistently so pupils know when they have been successful
- develop pupils' literacy skills by providing more opportunities to develop these skills in other subjects.

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of pupils		√		
How effective teaching and assessment are in meeting the full range of pupils' needs		√		
How well pupils make progress in their learning		√		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		√		
The behaviour of pupils		√		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		√		
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School details

School status	Independent		
Type of school	Primary		
Date school opened	September 2011		
Age range of pupils	5–6 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 1	Girls: 3	Total: 4
Number on roll (part-time pupils)	Boys: 0	Girls: 0	Total: 0
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£2,250		
Address of school	654 Bath Road Cranford Middlesex TW5 9TN		
Telephone number	0845 094 2423 or 07709 042766		
Email address	schooloffice@tarbiyyah.co.uk		
Headteacher	Abu Zayn Haneef Sandhar		
Proprietor	Qazafi Khaleel		

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 March 2012

Dear Pupils

Inspection of Tarbiyyah Primary School, Cranford TW5 9TN

Thank you so much for welcoming me to your school. The inspection judged that your school provides you with a good quality of education.

- Teaching is good and staff make sure you have an interesting curriculum and plenty of exciting activities to do. As a result, you achieve well.
- You enjoy school and your attendance has improved.
- In nearly all of the lessons you worked hard and enjoyed what you were doing.
- Your teachers do a good job and make sure you have a good *tarbiyyah* (upbringing).
- Everyone makes sure you are kept safe and that you develop well personally.
- Your school council is involved in decision making and is making a difference.

I have asked the school to improve two things. First, teachers must share success criteria for lessons with you more consistently so that you know when you have been successful. Second, I have asked your teachers to do lots of literacy work in other subjects so that your English skills improve further.

I wish you all the best for the future.

Yours sincerely

Zahid Aziz
Lead inspector