

Tarbiyyah Primary School

99 Green Lane, Hounslow, TW4 6BW

Inspection dates

8–10 October 2013

Overall effectiveness

Inadequate

4

Pupils' achievement

Inadequate

4

Pupils' behaviour and personal development

Inadequate

4

Quality of teaching

Inadequate

4

Quality of curriculum

Inadequate

4

Pupils' welfare, health and safety

Inadequate

4

Leadership and management

Inadequate

4

Summary of key findings

This school is inadequate because

- The school expanded too quickly and school leaders failed to ensure that staff had the right experiences and expertise to manage the rapid growth.
- Teaching is inadequate and pupils are not consistently making enough progress. Work is not matched adequately to the range of ability of pupils.
- Too many pupils fail to pay attention to their teachers in lessons. The attendance of too many pupils is poor, especially the younger ones.
- The curriculum, while broad, is not meeting the needs of all pupils especially in key subjects.
- Some aspects of health and safety are not attended to rigorously enough.

The school has the following strengths

- Senior leaders fully recognise that there is much to do and have already put in place actions to put right the weaknesses. The school has a new and experienced Chair of Governors.
- Pupils say they enjoy going to school and like the Islamic ethos. Parents and carers are very supportive of the school.

Information about this inspection

- This inspection was carried with one day’s notice
- Discussions were held with senior leaders, teachers, pupils, a small group of parents and carers, and the Chair of Governors.
- Pupils’ workbooks and other school documents were scrutinised. Inspectors considered 17 completed questionnaires from staff.
- Inspectors observed 23 lessons or parts of lessons.

Inspection team

Daniel Towl, Lead inspector

Her Majesty’s Inspector

Anne Wellham

Her Majesty’s Inspector

John Anthony

Additional Inspector

Full report

Information about this school

- Tarbiyyah Primary is a mixed Islamic primary school for pupils aged 3 to 11 years. First registered in 2009, it has recently expanded by four times its number of pupils it had on roll in July 2013 and is now in new premises. It was last inspected on 15 October 2012.
- There are 155 pupils on roll, 24 of whom are part time. The school was in new premises and operational for only a very few weeks before the inspection.
- A proportion of pupils, as yet not fully identified, has special educational needs or speaks English as an additional language. No pupil has a statement of special educational needs.
- The school aims to ‘...instil the proper tarbiyyah (education and upbringing/cultivation) in our learners regarding every aspect of their lives’.

What does the school need to do to improve further?

■ **The school must meet the following independent school standards.**

- Ensure there is there a curriculum policy set out in writing which is supported by appropriate plans and schemes of work, and is it implemented effectively (paragraph 2(1)).
- Ensure the subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement of special educational needs (paragraph 2(2)(b)).
- Ensure that the curriculum provides adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life (paragraph 2(2)(j)).
- Ensure teaching enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3(a)).
- Ensure teaching encourages pupils to apply intellectual, physical or creative effort and to show interest in their work and to think and learn for themselves (paragraph 3(b)).
- Ensure that all lessons are expertly managed with suitable methods and activities (paragraph 3(c)).
- Ensure that teachers show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons (paragraph 3(d)).
- Ensure that a framework is in place to assess pupils' work regularly and thoroughly, and information from such assessment utilised to plan teaching so that pupils can make progress (paragraph 3(g)).
- Ensure teaching utilises effective strategies for managing behaviour and encouraging pupils to act responsibly (paragraph 3(h)).
- Encourage pupils to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely (paragraph 5(a)(iii)).
- Provide pupils with a broad general knowledge of public institutions and services in England (paragraph 5(a)(iv)).
- Assist pupils to acquire an appreciation of and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions (paragraph 5(a)(v)).
- Encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs paragraph 5(a)(vi)).
- Ensure that political issues are not promoted in the teaching of any subject in the school

(paragraph 5(b), while in attendance at the school (paragraph 5(c)(i), while taking part in extra-curricular activities which are provided or organised by or on behalf of the school paragraph 5(c)(ii), in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere (paragraph 5(c)(iii)).

- Ensure that arrangements made to safeguard and promote the welfare of pupils at the school and do these arrangements have regard to guidance issued by the Secretary of State (paragraph 7).
- Ensure that there is a written policy to promote good behaviour amongst pupils which sets out the sanctions to be adopted in the event of pupils misbehaving, and is this policy implemented effectively (paragraph 9).
- Ensure is there an effective anti-bullying strategy in place and is it being implemented (paragraph 10).
- Ensure there is a written policy which complies with relevant health and safety laws and it is being implemented (paragraph 11).
- Ensure there is a written policy on first aid and that it is implemented (paragraph 14).
- Ensure that admission and attendance register which is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006? (paragraph 17).
- Ensure that the proprietor makes sure that the school's accommodation and facilities are maintained to a sufficient standard to ensure the health, safety and welfare of pupils, as far as is reasonably practical (paragraph 23C).
- Ensure that all Early Years Foundation Stage welfare requirements (Statutory Framework for Early Years Foundation Stage) are met. Senior leaders must:
 - ensure that there are sufficient and suitably qualified first-aid staff (paragraph 3.18)
 - undertake rigorous risk assessments of the outside spaces (paragraph 3.63)
 - maintain an appropriate admission register (paragraph 3.71).
- Improve the leadership and management of the school by:
 - ensuring that an experienced educational leader is appointed to the school and that a full complement of experienced teachers is established as soon as practicable
 - establishing robust procedures to monitor teaching and pupils' progress regularly and act on any outcomes where they are not good or outstanding
 - ensuring that additional rigour is given to ongoing health and safety monitoring
 - ensure that at no time is there any material in school or on the school website that contravenes any element of the regulations related to the spiritual, moral and social education provision for pupils.

Inspection judgements

Pupils' achievement

Inadequate

Pupils' progress is inadequate. Pupils are not achieving enough in too many of their lessons and this is slowing their progress. Many pupils have started from a wide variety of other schools and teachers have not yet 'got-to-grips' with meeting their diverse needs. There are some signs, where teaching is stronger, that lower achieving pupils are beginning to make more rapid progress because they have received specific, well-matched support. In the better lessons seen, pupils make adequate progress. Pupils are not consistently showing the English and mathematical skills to match their age and ability. Their books show that they make progress in some basic writing skills and presentation, and are developing their mathematics skills in arithmetic. In religious education, pupils in Key Stage 1 are beginning to develop their understanding of symbols of different religions. Older pupils are gaining an adequate knowledge of some basic scientific principles. Pupils with special educational needs and those who speak English as an additional language are not making the progress they should because the tasks they are given are not consistently well matched to their needs.

Children in the Nursery class make an adequate start and are already developing their social skills, gaining confidence to express themselves and following routines. Most children who moved from the Early Years Foundation Stage to Year 1 in the previous school year reached the expected levels of learning and some exceeded what is expected. The school's own assessments showed that most pupils in the previous year reached average levels in reading and mathematics at the end of Year 2.

Discussions with a small group of parents and carers showed that they were very pleased with the improvement in their children's achievements since starting the school.

Pupils' behaviour and personal development

Inadequate

Pupils' spiritual, moral, social and cultural development is inadequate overall because the school has yet to fully implement all of its subject plans. Many pupils are new to the school and the school's curriculum and practices have yet to have strong impact. Behaviour is inadequate and many pupils' social skills are underdeveloped.

Too many pupils are inattentive during lessons, especially the boys. This leads to too much minor disruption in lessons. This is characterised by fidgeting, disruptive activities and calling out during whole-class sessions, for example when pupils are sitting on the carpet during discussions or listening to instructions. Pupils often fail to get on with their work when it is not well matched to their needs or when teachers are not diligent in checking what they are doing.

Most pupils are polite and courteous, though boys in particular sometimes display immature behaviour. Older boys struggled to act maturely while talking with inspectors. The girls, though generally more attentive, can also fail to complete enough work because they do not engage fully with their tasks. Children in the Nursery class get on well with each other and are developing good social skills as they begin to interact with each other through play.

There has been only one recent recorded bullying incident. Behaviour and bullying was not a concern for parents and carers. In discussion with inspectors, pupils said they were not concerned about bullying, but older boys did admit that there was sometimes rough behaviour between them. Issues of bullying are discussed in assemblies, though some pupils were not sure who they would go to if they had concerns.

Attendance is too low, especially in the younger age groups. It has improved since last year

because school leaders took action to make clear to parents and carers the importance of their children attending. However, about one quarter of pupils still have low rates of attendance.

Long-term subject plans, including religious education, have adequate opportunities to help pupils' understanding of other faiths and religions as well as developing knowledge of British institutions. The impact of these plans has yet to be seen because the majority of pupils have only been in the school for a very few weeks. Currently, older pupils have very sketchy knowledge about British institutions, democracy, and Parliament. There are adequate plans to re-start the pupils' school council, develop community activities, visit a range of places of interest and invite various visitors into school to speak with pupils. There are missed opportunities to increase the times when older boys and girls can work and play together in order to develop their social and cooperative skills.

Senior leaders have now taken the necessary steps to remove any material from their website or in school that promotes political or religious bias and intolerance of democratic and broad views, a concern raised during a previous inspection. Staff are reminded that they must report immediately anything found in books that does not promote tolerance of different views, faiths and religions. There is not, however, a clear written approach to how the school will ensure that reasonably practical steps are taken to offer a balanced presentation of opposing views.

Quality of teaching

Inadequate

Teaching is inadequate because in too many lessons pupils are not making enough progress. The large number of recently admitted pupils has wide ranging abilities. While they have adequate subject knowledge, most teachers do not have the skills or experience to plan work to meet their needs. There are some signs that teaching is improving because a small number of pupils are beginning to make better, very recent progress. Teaching is most consistent and more effective in the Nursery class and recently in the Years 3 and 4 boys' class, where additional expertise has been used to bolster improvements. Pupils like their teachers and welcome the individual support they receive in the small classes. Teachers are usually well prepared and show enthusiasm in what they do.

Teachers and teaching assistants plan adequately to the requirements of the Early Years Foundation Stage curriculum and their ongoing and final assessments of children's achievements have been found to be accurate during external moderation by the local authority.

Assessment procedures, although planned for, are not well developed in all year groups and this means that insufficient attention has been given to ensuring that tasks match the needs of pupils, especially those who speak English as an additional language or those who have special educational needs. Too many tasks are planned with a 'one size fits all' approach and this means that pupils are sometimes not challenged enough or are challenged too much.

Too often, the way lessons are managed hinders pupils' learning and progress. For example, too long is spent giving instructions or managing behaviour. Not enough thought is given to how different parts of the lesson will join together to enable good learning to take place. Some teachers are not precise enough in their teaching, for example in the pronunciation of the sounds that letters make (phonics) or the explanation of specific skills in mathematics.

Teachers are not sufficiently aware, even in the smallest classes, of how much pupils have achieved or what they are doing, and this leads to them engaging in off-task and distractive activities. There are missed opportunities to quickly intervene and move pupils on to succeed well. Teaching assistants are not effectively managed to support pupils in the best way possible to support learning.

While most work is marked, marking is variable in its quality. Pupils find the comments made

helpful and appreciate the positive feedback and merits when they have completed a good piece of work. When errors are made, however, they are not always followed-up quickly to ensure that mistakes are not repeated. Pupils are aware that they have targets but are not always sure exactly what it is they have to do to reach them.

Quality of curriculum

Inadequate

The curriculum is inadequate because too many lessons are not planned in a way to meet pupils' needs and they do not make good progress. The curriculum is, however, broad and covers all the required areas of learning. It gives good emphasis to English and mathematics. There is a good balance of National Curriculum subjects and Arabic and Qur'an studies which successfully forms the backbone of the school's personal, health, social, emotional and citizenship education through the regular *Tarbiyyah* lessons. In that way, the school is meeting its aims. There are adequate schemes of work for all subjects, which are taken from nationally available documents and materials.

The Early Years Foundation Stage curriculum is fully implemented. Children have access to activities that cover all the required areas of learning, including access to learning outside.

The school has consulted with parents and carers and plans to offer a range of after-school clubs and activities in the near future, though there were no activities at the time of the inspection.

Pupils' welfare, health and safety

Inadequate

Procedures to ensure pupils' welfare, health and safety are inadequate. Not all the welfare requirements for the Early Years Foundation Stage are met.

All the necessary checks on the suitability to work with children have been undertaken for staff and volunteers prior to them starting work. Procedures to appoint staff reflect current national good practice guidance. The designated child protection officer has the required level of training and additional advanced training is booked in the near future for another member of staff. All other staff are appropriately trained. Designated staff have good knowledge of the procedures and follow them carefully. These processes were observed in action during the inspection.

A fire safety risk assessment has been carried out and the school is attending to the areas that require improvement. There are regular general health and safety risk assessments but these are not rigorous enough to ensure that hazards and untidiness around the site, including the outside area used by children in the Early Years Foundation Stage, are picked up and dealt with quickly. There are occasional lapses in the way staff follow the school's procedures, for example about the use and presence of mobile 'phones on site. Pupils are generally well supervised in the school grounds but they are not clear about the school's procedures for dealing with and eliminating bullying. The school has made additional provision to do all that it can to ensure pupils', parents' and carers' safety as they cross the road outside the school because it lacks a pedestrian crossing.

The designated first aider does not have an up-to-date certificate and there are not enough qualified first aiders to cover for staff absence or school off-site visits. The first aid policy does not have all the required instructions. First aid kits are adequately stocked. The school does not have appropriate admission registers and the daily attendance registers are not marked adequately.

Leadership and management**Inadequate**

Leadership and management of the school are inadequate. The proprietor and school leaders decided to start at the new school site and increase pupil numbers, but they did not have in place an adequate management structure, an experienced lead professional or enough suitably experienced teachers. This has meant that the quality of education provided is not adequate. The school has expanded too quickly. School leaders are not complacent but they have overstretched their capacity.

Senior leaders now recognise this and have put plans in place to rectify weaknesses, including appointing expert staff. They have engaged, as a volunteer, the services of an experienced practitioner who is advising the school on educational matters and making a positive difference. A new governing body has been formed with a Chair of Governors who has experience of governance in maintained schools. He has already started a programme of training with the new governing body. The school improvement plan has correctly prioritised raising the achievements of pupils and improving the quality of teaching. A number of new processes have been put in place to improve the school where it is currently inadequate but it is too soon to see adequate impact.

The premises and accommodation of the school meet all but one of the regulations; the school has not been diligent in ensuring that all health and safety requirements related to the building are addressed. The school's complaints procedures and the information provided for parents, carers and others meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education
Grade 2	Good	A school which provides a high quality of education
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education.

School details

Unique reference number	137273
Inspection number	430241
DfE registration number	313/6003

This inspection was carried out 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.

Type of school	Islamic day school
School status	Independent School
Age range of pupils	4–7 years
Gender of pupils	Mixed
Number of pupils on the school roll	155
Number of part time pupils	24
Proprietor	Qazafi Khaleel
Chair	Yusif Husein
Headteacher	Abu Zayn Haneef ibn Sandhar
Date of previous school inspection	15 October 2012
Annual fees	£2,250–£2,800
Telephone number	020 8570 6693
Email address	schooloffice@tarbiyah.co.uk

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