

# Islamic Tarbiyyah Preparatory School

Ambler Street, Bradford, West Yorkshire, BD8 8AW

## Inspection dates

14–16 May 2014

## Overall effectiveness

Achievement of pupils

Quality of teaching

Behaviour and safety of pupils

Leadership and management

## Requires improvement

Good

Good

Good

Requires improvement

**3**

2

2

2

3

## Summary of key findings

### This is a school that requires improvement. It is not good because

- Leaders and managers, including governors, do not check systematically on the use of teaching time or what is planned and taught. Consequently, the time available for subjects other than English and mathematics is minimal. Additionally, aspects of the personal, social and health education (PSHE) programme require improvement.
- Although leaders have ensured that teaching is good overall, there is variability and in some lessons the most able are not always challenged sufficiently.
- There are relative weaknesses in the provision for science and information and communication technology (ICT) which require improvement. There are plans to develop a newly acquired building next to the annex to provide an ICT suite but as yet there is little use of computers in lessons and pupils state their skills in ICT have been learned at home.

### The school has the following strengths

- Teaching is good. Consequently, pupils make good progress during their time at the school and reach standards in reading, writing and mathematics that are typically above average.
- Behaviour and safety are good. Pupils' personal development and their first class attitudes to their learning make a particularly strong contribution to their good learning.
- Improvements since the last inspection mean the Early Years Foundation Stage is now securely good.

### Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

## Information about this inspection

- This inspection was carried out without notice. It was conducted as an unannounced emergency inspection at the request of the Department for Education (DfE), after Ofsted and the DfE received a complaint about the school. This raised concerns that inappropriate views were being taught at the school. Consequently, there was a focus on the spiritual, moral, social and cultural development of pupils and the planned curriculum.
- The inspectors observed 10 lessons and held meetings with teachers, staff members and pupils. Inspectors met with four members of the governing body. They also looked at the school’s documentation, including teachers’ planning and pupils’ work.
- Inspectors had discussions with nine parents and carers as they collected their children at the end of the school day and held a meeting with 16 parents and carers. There were insufficient responses to the online questionnaire (Parent View) to evaluate the views of parents, carers and placing local authorities.

## Inspection team

Amraz Ali, Lead inspector	Her Majesty’s Inspector
John Coleman	Her Majesty’s Inspector

# Full report

## Information about this school

- The Islamic Tarbiyyah is a co-educational preparatory day school located in central Bradford. The school opened in 2001 and was last inspected in June 2012. The school's ethos is based on Islamic values, and its aims include, 'to reinforce and incorporate Islamic etiquettes and values throughout the school day and to teach respect for all living creatures and the environment'.
- The school is registered for 179 pupils aged from four to 11 years. There are currently 177 pupils on roll, aged from four to 11 years. Of these, 23 are in the Early Years Foundation Stage. All pupils are of Asian or mixed Asian heritage.
- Although no pupils have a statement of special educational needs, a small proportion is identified as having special educational needs.
- The school occupies a former maintained Victorian school building, owned by the Islamic Tarbiyyah Centre and an annex with three classrooms located over a local garage. The buildings are also used by the Islamic Tarbiyyah Centre, a supplementary school (madrasah), each evening. Although this is run by the Islamic Tarbiyyah Trust, and some of the trustees are on the governing body of this school, the madrasah is run as a separate organisation to the school.

## What does the school need to do to improve further?

- Improve the curriculum by:
  - reviewing the use of time so that all classes have a better balance across all the subjects offered
  - ensuring that the plans for PSHE are taught consistently
  - improving the provision for developing ICT skills
  - improving science so that pupils get more opportunities for undertaking practical work.
- Improve the quality of leadership and management by:
  - clarifying the role of governors and improving procedures for planning and monitoring developments so that leaders are able to check on the breadth, balance and implementation of the curriculum, particularly in PSHE
  - ensuring that leaders offer teachers clear direction so that the most able pupils are challenged in all lessons and that teachers provide pupils with suitably prompt feedback about their work

An external review of governance is highly recommended to be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### Achievement of pupils

#### Good

- From starting points that are generally typical for their age, pupils make good progress and reach standards that are above average in reading, writing and mathematics by the time they reach the age of 11 years. A good proportion of pupils reach the higher Level 5, which similarly reflects good progress since they started at the school. However, in some lessons the learning of the most able slows and they are not always sufficiently challenged. Pupils identified as having special educational needs make good progress due to the good teaching they receive, which often includes extra adult attention.
- In the Early Years Foundation Stage children make good progress in developing their communication, language and literacy skills because of the good and systematic teaching of speaking, listening and reading. Consequently, most children meet or exceed the early learning goals by the time they move into Year 1.
- Pupils' progress in acquiring skills in English and mathematics is often rapid because of the emphasis teachers place on these skills and the well-structured programmes that are in place to develop them.
- Across the school, standards in reading are particularly high because of a systematic approach to teaching reading skills. Typically by Year 2 pupils are able to read unknown text with accuracy and meaning by using a range of skills to work out unknown words. This is built on effectively in Key Stage 2 so that by the time pupils are in Year 6 they are confident and competent readers. This is helping to lay secure foundations for future learning.
- Pupils' achievement in their Islamic studies is good. Islamic studies are well developed and provide pupils with a clear set of guidelines for practising their faith. Teachers' plans are good, based on a commercial scheme and cover topics such as aqeeda (Islamic beliefs); akhlaq (manners and morals), hadith (accounts of what the Prophet did, said or approved) and fiqh (Islamic jurisprudence).

### Quality of teaching

#### Good

- Teaching is good and consistently leads to good learning and achievement throughout pupils' time at the school. Relationships between pupils and teachers are warm and ensure pupils understand classroom routines and behave very well in lessons. Pupils are respectful of adults and other pupils alike. They are happy to talk to visitors about their work.
- Improvements in the Early Years Foundation Stage have been brought about by effective planning and leadership following the points raised at the last inspection. For example, the outdoor space has been developed to provide good opportunities for learning, which the children enjoy. Planning is very detailed and ensures that activities are well matched to children's needs and develop children's communication, language and literacy skills very effectively.
- Teachers generally have good subject knowledge and plan and teach interesting lessons, which build well on pupils' previous learning. Pupils value the relatively small class sizes and readily ask for and receive much help from teachers and additional adults.
- The curriculum meets all of the regulations. Planning is based on suitable commercial schemes and there is a strong focus on reading, writing and mathematics skills. The teaching of science is sound and pupils talk with enthusiasm about their practical science work but most work in books reflects limited opportunities for practical work. Indeed most recorded work is the result of reading a text and answering factual questions which do not stretch pupils, especially the most able. Additionally, although not required by regulations the use of ICT is underused and pupils' ICT skills are limited.
- Lessons are often pitched at the same level for all pupils in the class and this is usually successful because extra adults are used well to help any pupils who find the work difficult.

However, on some occasions learning slows for pupils who have to wait for their work to be marked before moving on to the next task. In some lessons the most able are not always challenged and some state they sometimes find the work a little too easy.

- Questioning is used effectively to check on individual pupils' learning and on how well they understand their tasks. In the best examples, teachers skilfully tailored their questions to just the right level for the pupils concerned.
- The school assesses pupils on entry and conducts regular formal assessments of their progress, including using national tests at the end of the Key Stages 1 and 2 which are assessed within the school. However, ongoing assessments to identify misconceptions or misunderstandings are not used routinely to adjust the tasks to individual's abilities.

## Behaviour and safety of pupils

**Good**

- Pupils' attitudes to learning and their behaviour in classrooms and around the school are first class. They have an appetite for learning that ensures they work hard in lessons and this contributes to the good progress they make throughout their time at the school. Pupils cooperate well with one another and learn to show respect and tolerance for others. They state that the very good behaviour observed by inspectors was typical for the school.
- Pupils attend well and are punctual each day, coming into school enthusiastically.
- Assemblies, PSHE lessons and Islamic studies all contribute effectively to pupils' good spiritual, moral, social and cultural development. However, there are inconsistencies in pupils' experiences in different subjects. While there is sufficient evidence that pupils are taught about their own and other cultures, this is not planned consistently within all classes. In some classes teachers have successfully adopted published materials to teach social and emotional aspects of learning (SEAL) whereas in other classes PSHE is not systematically timetabled. Consequently, although pupils' spiritual, moral and social development is good, their cultural development is less well provided for.
- Pupils are given opportunities to develop a broad general knowledge of public institutions and services in England. For example, pupils visit a local library and learn about services through topics such as 'people who help us' and visits into school by police officers. Teachers provide pupils with good role models for Islamic life and this has a very positive effect on pupils' personal development. Consequently, pupils are confident to practise their faith and develop a very strong understanding of their Islamic identity. Older pupils talk confidently about their beliefs and about what is right and wrong in society. One pupil, for example, was able to compare civil law and the right to eat whatever they wished with the expectations of Muslims to eat only halal food.
- The arrangements to safeguard pupils are thorough and meet all requirements. All necessary checks are carried out on staff before they take up post and staff have received appropriate training on child protection. Pupils say they feel safe and well cared for.
- Pupils confirmed that they are aware of how to keep themselves safe and are aware of different types of bullying, including cyber bullying. They expressed confidence that the staff always deal with any small problems, which they said are rare, very effectively.

## Leadership and management

**Requires improvement**

- Leaders and managers, including governors, have successfully fostered a climate where pupils benefit from the Muslim ethos and develop very positive attitudes to learning. Teaching is good and the focus on reading, writing and mathematics means that pupils reach above average standards in these important subjects.
- Leaders have a clear understanding of the school's most significant strengths and areas for improvement. However, they have not checked sufficiently that all classes receive a well-rounded and balanced programme of work. Individual class teachers are left to draw up their class timetables. Consequently, there are inconsistencies in the breadth and balance of some

timetables. In some classes pupils only just receive a suitable time allocation to meet requirements; English and mathematics dominate with only a few short lessons available for other subjects.

- There have been impressive improvements to the provision in the Early Years Foundation Stage. However, there are shortcomings in some aspects of what is taught in the rest of the school. For example, the planning and resources available for science mean that opportunities for practical science are underdeveloped. Although it meets requirements, the planning for developing pupils' understanding of other cultures is not systematic and leaders have not checked rigorously enough on the teaching of PSHE.
- Beyond looking at test results, the arrangements for managing the performance of teachers and for checking the effectiveness of the school are largely informal. As a result, there are inconsistencies in the subjects taught to different groups within the school. There is a development plan, but this focuses mostly on enhancing the building but not always on developing teaching or the subjects offered.
- Although there is a well-established governing body, their work is not systematically planned. For example, they do not have a regular programme of meetings, an agenda nor keep minutes following each meeting. Nevertheless they are well informed about successes and improvements at the school and know the strengths and significant areas for improvement. However, they have not ensured that the curriculum has been fully developed to offer all pupils a systematically taught and well-balanced programme of subjects and activities. Governors understand the place of the independent school standards but do not know enough about the detailed requirements. This makes it difficult for them to check that the school fully complies with regulations.

## What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate
<p>Detailed grade characteristics can be viewed in the <i>Non-association independent school inspection handbook</i> which is published on the Ofsted website: <a href="http://www.ofsted.gov.uk/resources/140053">www.ofsted.gov.uk/resources/140053</a>.</p>	

## School details

<b>Unique reference number</b>	133453
<b>Inspection number</b>	442946
<b>DfE registration number</b>	380/6113

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.

<b>Type of school</b>	Islamic day school
<b>School status</b>	Independent school
<b>Age range of pupils</b>	4 to 11 years
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	177
<b>Number of part time pupils</b>	0
<b>Proprietor</b>	Mr. Shakil Ahmed Nawaz
<b>Chair</b>	Mr. Arshad Saeed
<b>Headteacher</b>	Mr S A Nawaz
<b>Date of previous school inspection</b>	13 June 2012
<b>Annual fees (day pupils)</b>	£1050
<b>Telephone number</b>	01274 490462
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