

Tarbiyyah Primary School

99 Green Lane, Hounslow, London, YW4 6BW

Inspection dates

3 July 2014

Context of the inspection

- This unannounced progress monitoring inspection was undertaken at the request of the registration authority for independent schools in order to monitor the progress the school has made in implementing its action plan.
- The school's last full inspection was 8–10 October 2013. During that inspection, it was found that the school failed to meet 21 education standards. Most of the failed standards were in relation to the quality of education provided; the spiritual, moral, social and cultural development of pupils; the welfare, health and safety of pupils; and the premises and accommodation of the school.
- The school submitted an action plan which was evaluated in February 2014. The action plan was judged to be not fit for purpose. No further action plan was submitted.
- This is the first visit to the school to check whether the school now meets The Education (Independent School Standards) (England) Regulations 2010 as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012.

Summary of the progress made in implementing the action plan

Regulations not met

The quality of education

The October 2013 inspection found that nine regulations relating to the quality of education were not met. This was because, although the school published a curriculum policy, it was not implemented effectively and this had a detrimental impact on pupils' achievement. Lessons were not planned well enough, and staff lacked the experience and expertise to plan and teach lessons to meet the needs of all pupils. In addition, there was not a suitable lead professional in post.

Since the inspection in October 2013, governors have taken effective action to appoint a new headteacher who, as a qualified teacher, has a good understanding of the importance of a well-organised and effective curriculum, and a systematic approach to assessing pupils' knowledge, understanding and skills. As a result, since her arrival in April 2014, new systems have been introduced to ensure lessons are planned effectively to meet the learning needs all pupils. Pupils are now better prepared for their next stage of learning. They take responsibility for organising themselves and their belongings. The school council (Shurah) enables pupils to contribute their ideas towards improvements in the school. Recently the Year 5 and 6 pupils took part in a 'work experience' project where they shadowed the headteacher and other staff in the school, making decisions and experiencing first-hand the responsibilities of a range of roles of members of school staff.

Teaching and assessment were judged inadequate at the time of the October inspection. This was because teachers did not consistently plan and teach lessons that were

sufficiently tailored to meet pupils' learning needs. This had a negative impact on their achievement.

Since the arrival of the new headteacher, there has been an effective framework in place to assess pupils' learning in reading, writing and mathematics. Teachers are now using the information from assessment of pupils' learning to plan lessons for all groups of pupils. Pupils, including those with special educational needs, are making better progress, because lessons are planned appropriately for the range of ability in the class. Suitable systems provide clear guidance to pupils, encouraging them to take responsibility for themselves and behave well in lessons. Children in the Early Years Foundation Stage are also making better progress because they are able to access all areas of learning, both in the classroom and outdoors. Adults provide learning opportunities that are appropriate to children's ages and abilities, some led by adults and others that children initiate for themselves. A planned programme for teaching phonics (the sounds that letters represent) provides a structured approach to the development of pupils' reading skills.

Spiritual, moral, social and cultural development of pupils

In the inspection in October 2013, the school's behaviour policy was not implemented fully or fully effective. There were too few activities to enable pupils to make a positive contribution to the local community. Pupils did not have a good understanding of public institutions and services in England. They did not have opportunities to appreciate and respect their own and other cultures. In addition, they were not provided with sufficient opportunities to learn about fundamental British values, and there was no clear approach to how the school would offer a balanced presentation of opposing views.

Pupils are now better prepared for their next stage of learning. Pupils are provided with opportunities to take responsibility within the community through fundraising for national and local charities. They are learning about caring for the environment and an Eco group now takes responsibility for recycling and finding ways to reduce waste in school. The school buddy system provides pupils with the responsibility to become good role models and support their peers in school. Recently, pupils have visited places of interest in the locality such as the Civic Centre, local churches and the library. This enables pupils to develop a greater understanding of public institutions and services in England. In addition, the school has organised a range of visitors to the school to share their knowledge and expertise, including a Muslim policeman, a doctor and a member of the fire service. In the spring term, the school promoted pupils' understanding of different cultures through a range of activities that celebrated other cultures during the multicultural week. Pupils have also developed a better understanding of other faiths and religions through visits from a local rabbi and the padre from the local barracks. Through the personal, social and health education and citizenship programme, pupils are learning about British values. They are developing a greater understanding of mutual respect, tolerance, diversity and democracy. The school has developed a new child protection policy which includes information for all staff, highlighting the need for greater awareness and vigilance in protecting pupils from extremist ideologies and abuse. The school's curriculum also provides opportunities for pupils to gain a greater understanding of a range of political issues in a fair and balanced way.

Welfare, health and safety of pupils

In the inspection in October 2013 inspectors found that the arrangements to safeguard pupils were not rigorous enough. The behaviour policy was not implemented effectively and pupils were unclear about the strategies for dealing with bullying. In addition, the health and safety policy, and the first aid policy, were not compliant and were not implemented. The admission and attendance registers did not meet requirements.

Procedures to ensure the welfare, health and safety of pupils are still not fully met. The safeguarding policy has been updated and there is a new child protection policy. However, only one member of staff, the lead child protection officer, has an enhanced level of training in child protection. There is an urgent need to ensure that another senior member of staff receives appropriate training at the higher level. There are appropriate induction procedures in place for new members of staff, but not all staff have received the basic level of child protection training. It is also unclear whether the medical fitness of all staff has been checked prior to appointment. The school has devised an appropriate behaviour policy which is applied consistently. Pupils have a good understanding of the rewards and sanctions contained in the policy. A new anti-bullying policy has recently been agreed. Any incidents of bullying are recorded appropriately. The health and safety policy complies with legal requirements and governors have due regard to the Department for Education health and safety guidance. Equipment logs and risk assessments are in place. There is a written first aid policy and sufficient staff with appropriate levels of first aid training, including the level to meet the welfare requirements of the Early Years Foundation Stage. However, at present, records of occasions when staff administer medication are not sufficiently detailed. There is not a rigorous system of recording in place. School leaders need to ensure that record keeping is robust, accurate and secure. The school has ensured the correct information is recorded on the admission register and no new pupils have arrived at the school since 17 April 2014. Attendance registers meet requirements.

Premises and accommodation at the school

In the inspection in October 2013, inspectors found that although general health and safety risk assessments were carried out regularly, they were not rigorous enough to ensure that hazards and untidiness around the site were dealt with quickly. The school had not been diligent in ensuring that all health and safety requirements related to the building were addressed.

The school premises and accommodation now meet all requirements in the regulations. There are suitable security arrangements. Regular risk assessments are undertaken and evacuation procedures ensure pupils exit the building appropriately and in a timely fashion. Records show that regular fire evacuation exercises are carried out to provide pupils with an opportunity to safely evacuate the building should it be necessary in the event of an emergency.

Compliance with regulatory requirements

The school requires improvement and must take action to meet The Education (Independent School Standards) (England) Regulations 2010 ('the Regulations'), and associated requirements.

Ensure that arrangements made to safeguard and promote the welfare of Paragraph 7

pupils at the school have regard to guidance issued by the Secretary of State.

Ensure that the written policy on first aid is implemented.

Paragraph 14

Inspection team

Ann Henderson HMI, Lead inspector

Her Majesty's Inspector

Rory O'Doherty

Additional Inspector

Information about this school

- Tarbiyyah Primary is a mixed Islamic primary school for pupils aged three to 11 years. First registered in 2009, it expanded by four times its number of pupils it had on roll. It was last inspected in October 2013.
- 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 in October 2013.
- A few pupils have special educational needs and some speak English as an additional language. There is one pupil with 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'.

School details

Unique reference number	137273
Inspection number	446166
DfE registration number	313/6003
This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005.	
Type of school	Islamic day school
School status	Independent school
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	155
Number of part time pupils	24
Proprietor	Qazafi Khaleel
Chair	Yusuf Husein
Headteacher	Fousia Khan
Date of previous school inspection	8–10 October 2013
Annual fees (day pupils)	Year 1–6 £2,250 EYFS £2,800
Telephone number	020 8570 6693
Email address	schooloffice@tarbiyyah.co.uk

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