

The School of the Islamic Republic of Iran

100 Carlton Vale, London NW6 5HE

Inspection dates

18–20 October 2016

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Require improvement
Early years provision	Inadequate
Sixth form provision	Inadequate
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and governors have relied on guidance from the Iranian education department rather than the independent school standards in England. As a result, most of these standards are not met.
- Standards not met include those relating to pupils' learning and welfare, and to the school premises. Training and regulatory checks are out of date. Safeguarding policies and procedures do not meet requirements. Safeguarding is not effective.
- Weaknesses identified at the previous inspection have not been addressed; leaders are not in a position to improve the school's capacity. Poor funding is preventing the school from employing enough leaders to manage the school effectively.
- The school operates early years and sixth form provision, but is not registered to do so.
- Policies across all aspects of the school's work do not meet requirements and are not fit for purpose.
- Governors do not challenge leaders or evaluate the school's work with sufficient rigour.
- The curriculum is poorly planned. Pupils are not taught about all groups with protected characteristics and insufficient emphasis is given to teaching pupils about other faiths and cultures.
- Systems for monitoring teaching and learning are undeveloped, as is the training and development of teachers to keep abreast of requirements and changes in the English education system.
- Provision in the early years is dire; it does not have the resources necessary to develop children's learning.

The school has the following strengths

- Pupils behave well and want to learn. They are happy and feel safe in the close school community.
- The small number of pupils in the sixth form achieve well. They are ambitious and focused on their studies.
- Phonics is taught well and pupils enjoy reading a range of literary books.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by ensuring that:
 - leaders, including members of the governing body, understand and meet all the independent school standards
 - systems for safeguarding the welfare, health and safety of pupils are fully in place
 - regulatory tests, including the Regulatory Reform (Fire Safety) Order 2005 and electrical checks, are carried out regularly to meet the minimum standards
 - staff have recognised, up-to-date training in the use of fire extinguishers, the role of fire marshals, and in first aid and paediatric care
 - the attendance register is maintained in line with requirements
 - governors are equipped with the necessary skills to hold leaders to account for keeping pupils safe, for the quality of teaching and learning, and for pupils' outcomes
 - leaders use the Department for Education guidance, 'Keeping children safe in education', September 2016, to set out a detailed list of all checks which must then be carried out on all staff and governors before they are appointed
 - staff and governors are up to date with all safeguarding and child protection training
 - all policies reflect the school's aims and ethos and are fit for purpose, including an accessibility plan, as part of the policy and provision for pupils who have special educational needs and/or disabilities
 - the school development plan includes identified areas for improvement with actions, success criteria, and steps to monitor and evaluate actions taken
 - systems for monitoring pupils' progress focus on outcomes for different groups of pupils to identify how well they are all achieving
 - the learning environment is clean and maintained to a high standard
 - the curriculum includes well-planned schemes of work for all subjects
 - procedures for monitoring the quality of teaching and learning are in place and provide teachers with useful feedback that helps them develop their practice
 - teachers have opportunities to improve their skills and subject expertise through taking part in relevant training
 - suitable opportunities are provided for pupils to develop their skills across the school and in the wider community.
- Improve the quality of teaching, learning and assessment so that it is consistently good by ensuring that:
 - work is well planned to meet the needs of groups of pupils, particularly the most able
 - feedback on pupils' work is of high quality and helps pupils to improve
 - wider reading is promoted, with pupils having access to a range of challenging literary texts that enable them to develop their vocabulary and understand a writer's use of language.

- The school will require permission from the Department for Education to provide education for children in the early years and for students aged 16 to 19 years.

- **The school must meet the following independent school standards:**
 - the proprietor must ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, is drawn up and implemented effectively for all subjects taught (paragraphs 2(1), 2(1)(a) and 2(2))
 - the proprietor must ensure that the school’s written policy for the curriculum takes into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraphs 2(1)(b)(i) 2(1)(b)(ii))
 - the proprietor must ensure that there is full time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2(2)(a))
 - the proprietor must ensure that pupils have opportunities to experience personal, social, health and economic education which reflects the school’s aim and ethos; including paying particular regard to the protected characteristics set out in the Equality Act 2010 (paragraphs 2(2)(d), (2(2d)(i), 2(2)(d)(ii))
 - where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills (paragraph 2(2)(f))
 - the proprietor must ensure that all pupils have effective preparation for the opportunities, responsibilities and experiences of life in British society (paragraphs 2(2)(i))
 - the proprietor must ensure that teaching enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught; including fostering self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves (paragraphs 3(a), 3(b))
 - the proprietor must ensure that teaching utilises classroom resources of a good quality, quantity and range; and a framework is in place to assess pupils’ work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can make progress; and does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraphs 3(f), 3(g) and 3(i))
 - the proprietor must actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, and ensure that principles are actively promoted which enable pupils to distinguish right from wrong and respect the civil and criminal law of England (paragraphs 5(a) 5(b), 5(b)(i), 5(b)(ii))
 - the proprietor must 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, and enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England (paragraphs 5(b)(iii), 5(b)(iv))

- the proprietor must encourage further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures; encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England (paragraphs 5(b)(v), 5(b)(vi), 5(b)(vii))
- the proprietor must ensure that the standard steps are taken to guarantee that where political issues are brought to the attention of pupils while they are in attendance at school they are offered a balanced presentation of opposing views (paragraphs 5(d), 5(d)(i))
- the proprietor must ensure that the standard is met by putting in place arrangements to safeguard and promote the welfare of pupils at the school and that such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a), 7(b))
- the proprietor must ensure that a written behaviour policy is drawn up that sets out the sanctions to be adopted in the event of pupil misbehaviour, [that it] is implemented effectively and a record is kept of the sanctions imposed upon pupils for serious misbehaviour (paragraphs 9(a), 9(b), 9(c))
- the proprietor must ensure that bullying at the school is prevented in so far as is reasonably practicable, by drawing up and implementing an effective anti-bullying strategy (paragraph 10)
- the proprietor must ensure that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy; there is compliance with the Regulatory Reform (Fire Safety) Order 2005; that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy (paragraphs 11, 12, 13)
- the proprietor must ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006, (paragraph 15)
- the proprietor must ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment and appropriate action is taken to reduce risks that are identified (paragraphs 16(a), 16(b))
- the proprietor must ensure that no person appointed as a member of staff at the school is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act 18, or intends to carry out work at the school in contravention of a prohibition order, an interim prohibition order or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction (paragraphs 18(2)(a), 18(2)(b))
- the proprietor must carry out appropriate checks to confirm a person's medical fitness and ensure that checks referred to in the following sub-paragraphs are completed before a person's appointment (paragraphs 18 (2)(c), 18(2)(c)(ii))

- the proprietor must ensure that suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year, who receive physical education (paragraph 23(1)(c))
- the proprietor must make sure that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (paragraph 25)
- the proprietor must ensure that toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water; that cold water supplies that are suitable for drinking are clearly marked as such (paragraphs 28(1)(b) 28(1)(c))
- the proprietor must ensure that the standard about the provision of information by the school includes the information specified in sub-paragraphs (2) and (3) are provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate (paragraphs 32(1), 32(1)(a), 32(1)(b))
- name and address for correspondence of its chair of governors; and a statement of the school's ethos (including any religious ethos) and aims, with particulars of the school's policy on arrangements for admissions, misbehaviour and exclusions are in place to meet the standards in paragraphs 9, 10 11 and 13 (paragraphs (32(1)(b),32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(c), 32(3)(d))
- the proprietor must ensure that details of the complaints procedure in paragraph 33 include the number of complaints registered under the formal procedure during the preceding school year (paragraphs 32(3)(f))
- the proprietor must ensure that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which is in writing; is available to parents of pupils; sets out clear timescales for the management of a complaint; [and] allows for a complaint to be made and considered initially on an informal basis (paragraphs 33, 33(a), 33(b), 33(c), 33(d))
- the proprietor must ensure that, where the parent is not satisfied with the response to the complaint outlined in sub-paragraph (d) a formal procedure is established for the complaint to be made in writing which makes provision for a hearing before a panel appointed by or on behalf of the proprietor, and consisting of at least three people who were not directly involved in the matters detailed in the complaint (paragraphs 33(e), 33(f))
- the proprietor must ensure that where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school and allows for a parent to attend and be accompanied at a panel hearing if they wish (paragraphs 33(g), 33(h))
- the proprietor must ensure that the complaints panel makes findings and recommendations; and a copy of those findings and recommendations is provided to the complainant and, where relevant, the person complained about; and is available for inspection on the school premises by the proprietor and the headteacher (paragraphs 33(i), 33(i)(i), 33(i)(ii))
- the proprietor must ensure that a written record is kept of all complaints that are made whether they are resolved following a formal procedure, or proceed to a panel hearing; and correspondence, statements and records relating to individual complaints are kept confidential except where the Secretary of State or a body conducting an inspection

under section 109 of the 2008 Act requests access to them (paragraphs 33(j), 33(j)(i), 33(k))

- the persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently (paragraphs 34(1)(a))
- the persons with leadership and management must fulfil their responsibilities effectively so that the independent school standards are met consistently; and actively promote the well-being of pupils (paragraphs 34(1)(b)(c))
- the proprietor must ensure that arrangements made to meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010 are in place
- the proprietor must ensure that the school complies fully with safeguarding and welfare, and learning and development, and ensure that child protection requirements are fully place in the early years provision (sections 1, 2, 3 and 4)

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders, including governors, have limited knowledge of the English independent school standards. They have relied heavily on the guidance given to them to run the Iranian section of the school. This has led to confusion and lack of compliance with meeting the minimum standards required to promote pupils' learning. In addition, standards for pupils' spiritual, moral, social and cultural development, and their welfare and safety at the school, are not met.
- Leaders and managers have failed to develop a clear and systematic approach to developing teaching and learning since the previous inspection. Senior leaders monitor teaching and learning, and there is some evidence that teachers take part in training programmes linked to the Iranian section of the school. However, procedures do not record that guidance is given to teachers to help them improve. Arrangements are not planned for appraising teachers' work or developing their subject expertise and teaching skills. Links with other maintained or independent schools to improve practice are undeveloped.
- Analysis of pupils' assessments does not consider the performance of different groups such as the most able, disadvantaged pupils and pupils at the early stage of learning English. Test results are not analysed to identify weaknesses in pupils' performance in order to improve teaching and learning. This is not ensuring equality of opportunity for all pupils.
- The school does not have a meaningful development plan that is sharply focused on improving the school's effectiveness. Leaders do not evaluate the school's effectiveness to identify weaknesses and plan for improvement.
- Systems are not in place for checking that the school complies with health and safety regulations. Safety checks are out of date and are not routinely carried out to make sure that the building is safe and that all aspects of safeguarding are met. For example, the admissions register is not well maintained. It is unclear as to how the school follows up the destinations of pupils who have left. Exactly who has access to pupils' personal information is also unclear. In addition, the premises are not well maintained, they are poorly furnished and parts of the building are dirty.
- Leaders do not have appropriate policies in place to develop teachers' teaching expertise. Policies are copied from other schools and not tailored to the needs of this school, and so they are not fit for purpose.
- The school's policies do not include teaching pupils about the rights of all the protected characteristics outlined in the Equality Act 2010. 'Special educational needs' is mentioned in an equality policy but there is no reference to disabilities or accessibility plans.
- The curriculum covers most subjects in the national curriculum. However, schemes of work are either incomplete or they are not in place. Teachers promote most aspects of pupils' moral and social development well but while work covered in religious studies gives pupils insight into the Islamic faith, the school does not teach about other faiths or cultures adequately. Consequently, British values are not well taught; in addition, pupils are unaware of major British institutions. Pupils attend a few enrichment activities such as

homework club, Taekwondo and sport activities, which they enjoy.

- Since the previous inspection, leaders and governors have not shown the capacity to make further improvements. Senior leaders attempted to begin making some minor changes during the inspection, such as ensuring that the door to a toilet cubicle was fixed. However, most of the unmet standards cannot be fixed quickly; they require much work to put right.

Governance

- Governors have a broad understanding of how well pupils are performing, particularly in the Iranian section of the school. However, they have failed to ensure that safeguarding procedures meet requirements including the requirement that all adults, including governors, are appropriately checked. They have not been effective in monitoring the curriculum to make sure that it meets requirements.
- Governors have not focused on the minimum standards required or on the areas for improvement identified at the previous inspection. They have failed to develop and implement key policies; they have not undertaken an accurate evaluation of the school's work.
- Governors are not aware of how well teachers are performing because an appraisal system is not in place; neither are they well informed about the quality of teaching. Plans for the improvement of teaching are not clear.

Safeguarding

- The arrangements for safeguarding are not effective.
- Leaders have failed to keep abreast of guidance on safeguarding children and are not familiar with changes in statutory guidance since the previous inspection. Requirements set out in the statutory guidance, 'Keeping children safe in education', September 2016, have not been implemented. As a result, pupils across the school are potentially at risk. Leaders do not have a well-written policy and guidance for staff to use should they need to make a safeguarding referral. The necessary checks are not in place.
- Governors have ensured, in the past, that staff have covered the most basic safeguarding training and senior leaders were conversant with their responsibilities under the 'Prevent' duty, such as protecting children from the risk of radicalisation. However, training has lapsed. Leaders have failed to ensure that the designated officer and other staff have been kept up to date with recent training on topics such as child sexual exploitation, children missing education and female genital mutilation.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is not consistently good across the school. Since the previous inspection, teachers have not had opportunities to refine their skills and develop their subject expertise.
- Teachers do not routinely provide work that matches the needs of the most able pupils. Lack of depth leads to insufficient challenge which occasionally limits progress, and leads to a few pupils being off-task when they finish the work quickly. Pupils told the inspectors that they would welcome more challenge in lessons.

- The school has a range of teaching resources but these are not routinely used. For example, during the inspection a wide range of literary texts were shown to inspectors but their use was not evident in classrooms including in the early years phase.
- Teachers involve pupils well in group work and discussions. As a consequence, most pupils take part in oral work, are responsive to instructions and apply themselves well.
- In other respects, teachers manage their classes well and their positive relationships with pupils lead to lessons running smoothly. Disruption is rare.
- High expectations for presentation result in pupils working neatly and taking pride in their work in some, but not all, classes.
- Evidence of better teaching was seen when teachers demonstrated the quality of work expected. On these occasions, explanations were clear and supplemented with careful questioning.
- Good support was given to pupils who were struggling and resources, such as mini whiteboards, were used well for pupils to work out their mathematical reasoning. For example, in Year 7 mathematics, strong questioning, and breaking down mathematical problems, contributed to pupils understanding the set work. These features supported pupils' positive attitudes to their learning and engaged them well. However, this is not consistently the case and this is why teaching overall requires improvement.
- Although teachers check pupils' work, errors are not routinely corrected or commented on. Feedback to pupils is inconsistent and does not help them to improve their work.
- Pupils in the Iranian section are taught in Farsi as they follow the Iranian syllabus. Pupils new to learning English as a second language have good opportunities to develop their fluency in English during dedicated regular curriculum time and social times.
- Pupils read different genres; they can talk about favourite authors and make good use of phonics when reading unknown and complex words. However, the school does not make good use of its range of reading resources to stimulate pupils' love for reading. Reading books are not taken home and there is insufficient emphasis on promoting wider reading.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Leaders' failure to ensure that health and safety checks are routinely carried out and recorded means that pupils are likely to be at risk when they are in school. Too many of the minimum standards for keeping pupils safe are not met. For instance, risk assessments are not habitually carried out and neither is there emphasis on carrying out all pre-appointment checks. Consequently, pupils' welfare, health and safety are compromised.
- In spite of the inadequacies found, pupils are proud of their school and enjoy being part of the school community. They say they feel safe in their school – a feeling shared by their parents. Pupils feel safe because of the staff visibility throughout the school day. Inspectors found that staff were always present when pupils moved between buildings.

- Pupils are confident, welcoming, and self-assured about their work and future ambitions. They get on well with each other and described their learning environment as helpful and supportive – ‘like a second home’. Older pupils talked about the mutual respect and warm relationships that pupils have with each other.
- Pupils have a basic understanding of faiths and festivals in the Christian and Buddhist faiths but they are not knowledgeable about other major world religions. Teachers instruct pupils on how to behave towards others regardless of race or faith. However, pupils’ lack of understanding about other faith groups does not help them to broaden their personal and social skills. Pupils are not all familiar with concepts about lifestyles different to their own.
- Similarly, older pupils understand what British values mean but younger pupils in the primary sector and pupils in key stage 3 are unsure about concepts relating to the rule of law and democracy. For example, not all members of the school council are aware of the process used to elect them.
- Pupils do not have many opportunities to take on responsibilities in the school or community.

Behaviour

- The behaviour of pupils requires improvement.
- Most pupils behave very well in lessons and around the school. They listen respectfully to adults and move between lessons in an orderly manner. During the inspection, silly skirmishes were quickly resolved.
- The school does not keep records or analyses of behavioural incidents, so inspectors were unable to determine patterns of behaviour over time. Pupils are clear that bullying is rare and they can turn to an adult if they have concerns. Parents confirmed this view. Students in the sixth form have a reasonable understanding of prejudice-based behaviours but younger pupils are not aware of most forms of discriminatory practices. In discussions, pupils could talk about e-safety. Whereas pupils in key stage 4 and the sixth form are secure about different forms of bullying, pupils in the primary sector are unsure, for example, about issues surrounding radicalisation and extremism.
- Attendance is above average but many pupils do not always arrive on time.

Outcomes for pupils

Require improvement

- Virtually all pupils achieved average standards in the 2015 key stage 2 national tests in reading, writing and mathematics. Provisional results in the 2016 key stage 2 national tests were broadly average in mathematics, but below average in grammar, punctuation and spelling, and particularly low in reading. Pupils made slower progress in reading, and these outcomes were unexpected. However, leaders and teachers have not analysed pupils’ current performance in the reading test to find out where the weaknesses lie.
- Current achievement in mathematics is better than in other subjects. Discussions with pupils confirmed that mathematics is one of their favourite subjects. Inspectors found that although pupils read fluently and use good phonics skills, not all command a wide

vocabulary. Books read to the inspectors were not challenging enough for a few of the pupils. While pupils could retell the basic storyline, there were weaknesses in making inferences and predictions and reading contextually to work out the meaning of unknown words. The school has still more to do to develop reading.

- Pupils write for a range of purposes and enjoy creating stories and reports. However, pupils are not given sufficient opportunities to edit and polish their work beyond the initial drafts.
- Leaders do not analyse assessment information by groups to know how well pupils are achieving across the curriculum. This is particularly the case for disadvantaged pupils and lower-attaining pupils.
- Learning in other national curriculum subjects such as history lacks depth and breadth. In contrast, pupils in key stage 3 achieve well in subjects taught in Farsi. This is primarily as the schemes of work challenge them to use their intellectual skills fully when considering cause and effect on, for example, the environment.
- Older pupils at the early stage of learning English quickly increase their knowledge because they are given regular opportunities to speak, listen and develop their comprehension, vocabulary and writing skills.
- Pupils told inspectors that art is a favourite subject but none of their work was on display to judge its quality.

Early years provision

Inadequate

- The school is not registered to have early years provision and is therefore in breach of its registration.
- As in the main school, arrangements for pupils' safeguarding in the early years are inadequate.
- The early years provision is poorly equipped and the base is too small. It does not have the equipment and resources, either indoors and outdoors, to stimulate and enable children to develop a range of skills. Too few areas for learning are covered; consequently, children's development and preparation for the next stage of their education is inadequate.
- The school has a dedicated outside area for children but it is sparse. Teachers keep journals of children's work but these do not include assessment of children's progress, and work covered is focused on writing and number work. Children have limited experiences in all areas of learning.
- Children abound with energy and are eager to learn. Although resources are limited, children stay on set tasks until they complete them accurately. During the inspection, they successfully worked on ordering numbers up to 10 and identifying missing numbers.
- Children play together and most share resources. For example, they showed good hand and eye coordination when threading pasta to form beads.

Sixth form provision

Inadequate

- The school is not registered to teach sixth form students and is therefore in breach of its registration.
- As in the main school, arrangements for students' safeguarding in the sixth form are inadequate.
- The small cohort of Year 12 students are ambitious and achieve well. They are conscientious and focused on entering Russell Group universities to take foundation courses. Records of their achievement show that they are achieving very well in the Iranian curriculum and examinations. Students' good achievement is linked to their academic interests in specific groups of subjects.
- Students respond well to opportunities to take part in work experience and get advice about their future career plans. They demonstrate a good level of independence in carrying out personal research, which they combine with advice and guidance from external careers advisers.
- Students very much appreciate the support their teachers provide; they see their teachers as going above and beyond the normal call of duty.
- Students develop positive relationships with each other and with younger pupils. However, their personal development is undeveloped because they do not have opportunities to take on responsibilities in the school or wider community.

School details

Unique reference number	133385
DfE registration number	304/6079
Inspection number	10012821

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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	Other independent school
School category	Independent school
Age range of pupils	4 to 17
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	100
Of which, number on roll in sixth form	6
Number of part-time pupils	0
Proprietor	Ministry of Education in Iran
Chair	Mr Mesbahi
Headteacher	Seyed Abbas Hosseini
Annual fees (day pupils)	N/A
Telephone number	020 7372 8051
Website	N/A
Email address	irischool@gmail.com
Date of previous inspection	16–18 April 2013

Information about this school

- The school opened in 2001 when it was registered for 60 pupils aged 6 to 16 years of age. However, it takes pupils aged 4 to 17. The school has two sections; the Iranian section which uses the Iranian curriculum is taught in Farsi (Persian). Pupils whose parents work at the Iranian Embassy attend this section. The second section includes pupils from the local community who follow the English national curriculum.

- All pupils are Muslims and are drawn from a range of cultural backgrounds and speak English as an additional language. The school does not have any pupils who have special needs, a statement of special educational needs or an education, health and care plan.
- The school does not use any alternative off-site provision.
- The proprietor of the school is the Iranian government Ministry of Education. Funding is provided for the Iranian curriculum section of the school but not the main school.
- The school aims to support pupils to achieve an understanding of their Muslim faith and culture and to study the Iranian curriculum, as well as Arabic and the Qur'an, as some pupils will return to Iran to complete their education. Its goal is to ensure that all students become 'critical thinkers, active problem solvers...productive citizens ... future leaders and give something positive to the community'.

Information about this inspection

- This inspection was commissioned by the Department for Education.
- On the first day of the inspection, the lead inspector checked the systems for safeguarding pupils and toured the school premises with the headteacher.
- Inspectors held meetings with the headteacher and a member of the senior team who holds responsibilities for many areas of the school's work; the administrator, head of religious education and three groups of pupils, including those in the sixth form and some of the most able pupils. The inspectors listened to three groups of pupils read from Year 2 and Year 6.
- There were no responses to Ofsted's online Parent View or school-based survey. The inspectors considered the responses of a few parents who were spoken to when dropping off their children at the school on the second and third day of the inspection.
- There were no responses from staff to the school survey.
- Inspectors observed the school's work and visited a range of lessons or parts of lessons, a few with the headteacher. They conducted additional tours of the school on the second and third day of the inspection. The inspectors looked at a wide range of documentation. This included the school's development plan, policies, records of outcomes for pupils, information on the curriculum and schemes of work, records of pupils' behaviour, examples of reports sent to parents at different times during the academic year, risk assessments and evidence of systems for protecting and safeguarding pupils.
- The school does not have a website. The inspectors looked at the policies available to verify if they met requirements. The school does not currently meet requirements on the publication of specified information.

Inspection team

Carmen Rodney, lead inspector

Her Majesty's Inspector

Janet Hallett

Her Majesty's Inspector

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