

# The School of the Islamic Republic of Iran

100 Carlton Vale, London NW6 5HE

**Inspection dates**

25 May 2017

**Overall outcome**

**The school does not meet all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1), 2(1)(a), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(f), 2(2)(i), 3, 3(a), 3(b), 3(f), 3(g) and 3(i)*

- At the previous inspection, although the school's curriculum covered most of the required areas of learning, schemes of work were either incomplete or not in place. The school did not teach pupils adequately about other faiths or cultures. As a result, inspectors found that British values were not well taught and pupils were unaware of British institutions. Unregistered early years and sixth-form provision was found at the school.
- The school's action plan contained no reference to the independent school standards that were not met. Too many actions were vague and not measurable. For example, the plan stated that schemes of work would reflect the aims and ethos of the school. However, the plan did not make clear what this would look like in practice.
- This inspection found that schemes of work were still not in place for all the required areas of learning. Curriculum subject plans do not adequately account for the varying ages, aptitudes and needs of all pupils. In addition, pupils are still not taught about other faiths, cultures or lifestyles, including in relation to those who have protected characteristics (as identified in the Equality Act 2010). This means that leaders still do not promote equality of opportunity and as a result, pupils are not being suitably prepared for life in modern Britain.
- Assessment of pupils' starting points and their progress is still not in place for all subjects.
- Leaders told inspectors that the unregistered early years and sixth-form provision has ceased operating at the school. However, inspectors found that children aged five and students aged 17 are still on the school's roll. There is no suitable programme of activities available for children below compulsory school age.
- On the day of the inspection, only pupils in Years 1 to 8 were in attendance. Inspectors were told that all older pupils were only currently attending school to sit their examinations as part of the Iranian curriculum.

- Leaders have not ensured that these independent school standards are met.
- In addition, standards in paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii) are not met because the school has made no arrangements for pupils to access accurate, up-to-date and impartial careers guidance.

## Part 2. Spiritual, moral, social and cultural development of pupils

*Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(d) and 5(d)(i)*

- The inspection in October 2016 found that pupils had little understanding of other cultures and faiths. They had no understanding of public institutions and services in England. Younger pupils in the primary phase and key stage 3 were also unsure about concepts relating to the rule of law and democracy. The school did not take reasonable steps to ensure that where political views were brought to the attention of pupils while they attended school, these had a balanced presentation of opposing views.
- The school's action plan contains no specific reference to the independent school standards that were not met.
- This inspection found that there are now some posters displayed about fundamental British values in the school's reception area. The only provision for personal, social, health and economic education is a weekly assembly. Pupils have a mixed understanding of British institutions and services. When asked about the role of Her Majesty Queen Elizabeth II in the United Kingdom, pupils in Year 6 did not know. One pupil typically said, 'We haven't got that far yet.' Pupils are still not taught about other cultures and faiths. Leaders had not heard of the protected characteristics, as identified in the Equality Act 2010.
- There has been no clear guidance or training for staff to ensure that where political issues are brought to the attention of pupils, they are consistently offered a balanced presentation of views in the teaching of all subjects.
- Leaders have not ensured that these independent school standards are met.

## Part 3. Welfare, health and safety of pupils

*Paragraph 7, 7(a) and 7(b)*

- At the last inspection, safeguarding policies and procedures did not meet requirements. Arrangements for safeguarding pupils were not effective. Staff and governors were not up to date with all safeguarding and child-protection training. Leaders were not using the Secretary of State's latest guidance, 'Keeping children safe in education' (September 2016) to ensure that required checks were made on staff before they were appointed.
- This inspection found there to have been no improvement. The designated safeguarding leader has not completed the required safeguarding training since 2013. As a result, he is not following the latest safeguarding procedures. There is no suitably trained member of staff to deputise for the role.
- Staff have not been trained in safeguarding since 2013.

- The school's safeguarding policy is unfit for purpose because it does not pay regard to, or make any reference to, the Secretary of State's latest guidance, 'Keeping children safe in education' (September, 2016). Leaders did not know that this guidance existed. Staff have not read Part 1 of the guidance.
- Leaders do not know of their duty to refer a person who is deemed unsuitable for working with children to the Disclosure and Barring Service.
- Leaders do not know about their legal duty in relation to female genital mutilation. This does not feature in the school's safeguarding policy.
- Leaders do not know about their obligations in relation to the 'Prevent' duty. This does not feature in the school's safeguarding policy.
- The school's premises include a member of premises staff who lives on the site. He has not been subject to the relevant vetting checks.
- The premises are also used as an external assessment centre. On the day of the inspection, an external adult candidate arrived to sit an examination. There is no risk assessment in place to consider occasions when the school is used by members of the public. In addition, signing-in procedures at the school are not sufficiently rigorous.
- The school's single central register of vetting checks on staff does not meet requirements. Many checks are not undertaken, as outlined in Part 4.
- The school's buildings and facilities are in a poor state of repair, and are untidy and unclean. Fire safety is poor. As a result, the premises present a risk to pupils, as outlined in Part 5.
- The lack of rigorous safeguarding arrangements in this school is a serious cause for concern and as a result, pupils are at serious risk of harm.
- Leaders have not made sure that this standard is now met.

*Paragraphs 9, 9(a), 9(b), 9(c) and 10*

- At the previous inspection, the school did not have a written behaviour policy that set out sanctions to be adopted in the event of pupils' misbehaviour. There was no record of sanctions maintained by leaders when pupils misbehaved. The school also failed to ensure that bullying was prevented by drawing up and implementing an effective anti-bullying strategy.
- There are now policies in place for behaviour and anti-bullying. However, neither meet requirements as both have been taken from other schools and have not been adapted appropriately. For example, the other schools' names still appear within the policies. Both policies refer to roles and structures that do not exist, such as deputy headteacher, inclusion manager and year council. As a result, the policies have no credibility and are not being implemented.
- There continue to be no logs of incidents of misbehaviour or bullying, and any associated sanctions used. However, there is evidence in pupils' books of 'writing lines' as a sanction.
- Leaders have not ensured that these two standards are now met.

*Paragraphs 11, 12, 13, 14, 15, 16, 16(a) and 16(b)*

- The previous inspection found the school had not written and implemented effectively health and safety, first-aid or risk assessment policies. The school did not comply with the Regulatory Reform (Fire Safety) Order 2005 or the Education (Pupil Registration) (England) Regulations 2006. Leaders did not ensure that the welfare of pupils was safeguarded by considering and undertaking appropriate actions to reduce identified risks.
- The action plan made no explicit reference to the unmet independent school standards. It stated that training would be given for first aid and the role of the fire marshal. An outside agency was going to be 'invited for regulatory tests including the Regulatory Reform (Fire Safety) and electrical checks.'
- There are now written health and safety, first-aid and risk assessment policies. They have not been tailored to meet the specific needs of the school and therefore do not meet requirements.
- This inspection found the school's premises to be in disrepair and dangerous. They are dirty, poorly maintained and present a risk to pupils' welfare. Toilets are unclean, floors are slippery and lighting is inadequate. There are fire extinguishers that haven't been checked since 2011. Inspectors found several fire exits locked either with keys or padlocks. There are two medical rooms, both without water supplies. There is one first aider for 99 pupils.
- The school's admission register does not include all the required information, such as pupils' previous schools.
- The school's risk assessment policy and risk assessments are either inadequate or non-existent. The premises are especially poorly assessed for the risks they present.
- In addition, paragraph 14 is now unmet because pupils were observed in the playground playing sports at the start of the school day without proper supervision.
- Leaders have not ensured that these independent school standards are now met.

Part 4. Suitability of staff, supply staff, and proprietors

*Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(ii), 18(2)(d), 18(2)(e), 21(3), 21(3)(a), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(viii) and 21(3)(b)*

- The previous inspection found that not all the required recruitment checks on staff members' suitability to work with children were being undertaken. These included barred list, prohibition from teaching, direction under section 128 and medical fitness checks.
- This inspection found there to have been no progress in this area. None of the previously identified checks has been undertaken. Leaders do not have a clear understanding of the requirements for this part.
- In addition to the checks listed above, the school is also not undertaking its duty to complete overseas checks. Additionally, enhanced criminal record checks are only being undertaken for around half the staff.
- The single central register of vetting checks contains many gaps.
- Leaders have not ensured that the standard is now met.
- In addition, the following requirements are also now unmet: 18(2), 18(2)(d), 18(2)(e),

21(3), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(viii) and 21(3)(b).

#### Part 5. Premises of and accommodation at schools

*Paragraphs 23(1), 23(1)(a), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 25, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b) and 28(1)(c)*

- At the last inspection, the premises did not meet the requirements because suitable changing accommodation and showers were not provided for pupils aged 11 years or over. Washing facilities did not have an adequate supply of hot and cold water and cold-water supplies that are suitable for drinking were not clearly identified. The facilities were not maintained well enough to ensure that pupils' health, safety and welfare were assured.
- This inspection found the premises to be unsuitable, unclean and in a poor state of repair.
- The pupils' changing room is used as a storeroom. The one shower available to the 99 pupils is also used as a staff toilet. Some of the pupils' toilets located inside the building are not suitable because they are dirty and the floors are slippery. Leaders told inspectors that an especially unhygienic outside toilet block on the school's playground was no longer used by pupils, and was being removed imminently. Inspectors saw pupils using it at lunchtime.
- Some washing facilities continue to provide an inadequate supply of hot water.
- Drinking water, which is provided predominantly from a standard garden tap in the playground, is not clearly identified.
- There are two medical rooms. Neither meet the requirements because they do not include a washing facility.
- Lighting is inadequate throughout the premises. A very high proportion of lightbulbs are either missing or no longer work. There is not sufficient outdoor lighting to ensure that pupils and staff can safely enter and leave the premises.
- Leaders have not made sure that the independent school standards in this part are met.
- In addition, the following requirements are also unmet: 23(1), 23(1)(a), 24(1), 24(1)(a), 24(1)(b), 27, 27(a), 27(b), 28(1) and 28(1)(a).

#### Part 6. Provision of information

*Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(2), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(c), 32(3)(d) and 32(3)(f)*

- The October 2016 inspection found that not all the required information is made available to parents. This included the name and address for correspondence to the chair of the governing body, a statement of the school's ethos and the school's admission arrangements. Policies for behaviour, bullying, health and safety, first aid and exclusions were also not available. Details of the school's complaints procedure and the number of complaints registered under the formal procedure during the preceding school year were not provided.
- During this inspection, leaders said that they are now planning to introduce a website. In the meantime, they have written a prospectus that is made available to parents to

address the missing information. On reading the prospectus, it is clear that it has been written for a school in Lancashire. It refers to two different chairs of governors, neither of whom are the named chair confirmed and identified in this report. None of the information in the prospectus reflects credibly or reliably the work of this school.

- Leaders have not ensured that the independent school standards in this part are met.
- In addition, requirement 32(1) and 32(1)(c) are also unmet because hard copies of the school's unfit safeguarding policy are not readily available for parents.

#### Part 7. Manner in which complaints are handled

*Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii) and 33(k)*

- The standard was not met at the time of the inspection in October 2016. Inspectors found the school's complaints policy and procedures did not comply with the independent school standards.
- This inspection found that the school's complaints policy does not meet requirements. The policy is designed for a school maintained by a local authority. It has not been suitably adapted to meet the needs of an independent school. It is also confusingly presented as the complaints policy for 'IRI Primary School', although it apparently is applicable for the entire school.
- There is still no complaints log and an inspector was told that there had been no complaints since the previous inspection. However, the inspector was later shown records of parental complaints.
- Leaders have not ensured that this independent school standard is now met.

#### Part 8. Quality of leadership in and management of schools

*Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- The previous inspection found that the proprietor had not ensured that all the independent school standards were met consistently. The school's proposed actions were judged as unlikely to bring about sufficient improvements.
- The proprietor and leaders do not have the necessary skills and knowledge or a clear understanding of their roles and responsibilities to address the unmet standards identified at the last inspection. Although leaders have plans to redevelop the premises and improve teaching, there are now more unmet standards identified than previously.
- The school continues to operate outside its registered age range of six to 16. Children aged five and students aged 17 continue to attend the school. However, it appears that no new pupils have been admitted outside the registered age range.
- Since the previous inspection, leaders have increased the school's roll to 99, although the maximum number of pupils that the school is permitted to admit is limited to 81.
- Leaders have not ensured that the independent school standards in this part are met.

#### Schedule 10 of the Equality Act 2010

- The school's leaders do not understand the Equality Act 2010 or how it applies to their school.
- There was no accessibility plan in place at the previous inspection and this remains the

case.

### Statutory requirements of the Early Years Foundation Stage

- At the time of the last inspection, the proprietor was operating the early years provision without it being registered with the Department for Education. The proprietor failed to ensure that this unregistered provision complied fully with the relevant requirements. The inspection in October 2016 described the early years provision as 'dire'.
- The action plan stated that leaders and managers would ensure that the early years provision is highly effective. However, the plan did not set out how they would achieve this goal. The action plan also did not set out whether the school had complied with the Department for Education's requirement that the school stops registering new early years children.
- Inspectors found no early years provision to be operating on the day of the inspection.
- The few early years children on the school's roll have moved into Year 1. However, it was evident that the school's leaders have run a Reception class until extremely recently. Inspectors were informed that the Reception class ceased operating one month ago. The provision available for children who are below compulsory school age is not appropriate to the children's educational needs.
- Leaders assert that no new early years children have been admitted to the school since the previous inspection.

## Compliance with regulatory requirements

The school does not meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### **The school does not meet the following independent school standards**

*Standards that were not met at the previous inspection and remain unmet at this inspection*

- 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 (paragraph 2(1) and 2(1)(a)).
- 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 (paragraph 2(1), 2(1)(b)(i) and 2(1)(b)(ii)).
- 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) and 2(2)(a)).
- 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 (paragraph 2(2), 2(2)(d), 2(2)(d)(i) and 2(2)(d)(ii)).
- Ensure that an appropriate programme of activities is provided for pupils below compulsory school age (paragraph 2(2) and 2(2)(f)).
- Ensure that all pupils have effective preparation for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2) and 2(2)(i)).
- 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 (paragraph 3, 3(a) and 3(b)).
- 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 (paragraph 3, 3(f), 3(g) and 3(i)).
- Ensure that teaching actively promotes 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 (paragraph 5, 5(a), 5(b), 5(b)(i) and 5(b)(ii)).

- 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 (paragraph 5, 5(b)(iii) and 5(b)(iv)).
- 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 (paragraph 5, 5(b)(v), 5(b)(vi) and 5(b)(vii)).
- Ensure that 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 (paragraph 5, 5(d) and 5(d)(i)).
- 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) and 7(b)).
- 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 (paragraph 9, 9(a), 9(b) and 9(c)).
- 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).
- 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 and 13).
- Ensure that admission and attendance registers are maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- 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 policy and appropriate action is taken to reduce risks that are identified (paragraph 16, 16(a) and 16(b)).
- 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 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 (paragraph 18(2), 18(2)(a) and 18(2)(b)).
- Ensure that appropriate checks to confirm a person's medical fitness are carried out (paragraph 18(2), 18(2)(c) and 18(2)(c)(ii)).
- Ensure that suitable changing accommodation and showers are provided for pupils aged

11 years or over (paragraph 23(1) and 23(1)(c)).

- Ensure 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).
- 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 (paragraph 28(1), 28(1)(b) and 28(1)(c)).
- Ensure that the standard about the provision of information by the school includes that 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 (paragraph 32(1), 32(1)(a) and 32(1)(b)).
- Ensure that information provided includes the name and address for correspondence with the chair of governors; [that] a statement of the school's ethos (including any religious ethos) and aims, and 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(2), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(c) and 32(3)(d)).
- 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 (paragraph 32(3) and 32(3)(f)).
- 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 (paragraph 33, 33(a), 33(b), 33(c) and 33(d)).
- 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 (paragraph 33, 33(e) and 33(f)).
- 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 (paragraph 33, 33(g) and 33(h)).
- 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 (paragraph 33, 33(i), 33(i)(i) and 33(i)(ii)).
- Ensure that a written record is kept of all complaints that are made and 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 (paragraph 33, 33(j), 33(j)(i), 33(j)(ii) and 33(k)).

- Ensure that 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, that leaders fulfil their responsibilities effectively so that the independent school standards are met consistently, and that they actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).
- Ensure that arrangements are made to meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

*Standards that were met at the previous inspection, but are now judged to not be met at this inspection*

- Ensure that pupils have access to accurate, up-to-date careers guidance that is presented in an impartial manner; enables them to make informed choices about a broad range of career options; and helps to encourage them to fulfil their potential (paragraph 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)).
- Ensure that pupils are properly supervised through the appropriate deployment of school staff (paragraph 14).
- Ensure that enhanced criminal record and overseas checks are completed for all staff (paragraph 18(2), 18(2)(d) and 18(2)(e)).
- Ensure that the single central register of vetting checks contains accurate information about all the checks that are required to check that staff members are suitable to work with children (paragraph 21(3), 21(3)(a), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(viii) and 21(3)(b)).
- Ensure that toilet and washing facilities are suitably clean, hygienic and safe (paragraph 23(1) and 23(1)(a)).
- Ensure that a suitably equipped room is always available to administer first aid to pupils and is near a toilet and includes a washing facility (paragraph 24(1), 24(1)(a) and 24(1)(b)).
- Ensure that internal lighting is suitable in all rooms and that external lighting is provided in order to ensure that people can safely enter and exit the school premises (paragraph 27, 27(a) and 27(b)).
- Ensure that suitable drinking water facilities are clearly marked as such (paragraph 28(1) and 28(1)(a)).
- Ensure that the school's website contains the most recent safeguarding policy or where no website exists, ensure it is available to be provided to parents on request (paragraph 32(1) and 32(1)(c)).

## School details

Unique reference number	133385
DfE registration number	304/6079
Inspection number	10034072

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 status	Independent school
Age range of pupils	6 to 16
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	99
Of which, number on roll in sixth form	4 (students aged over 16)
Number of part-time pupils	None
Proprietor	Ministry of Education in Iran
Chair	Mr Mesbahi
Headteacher	Seyed Hosseini
Annual fees (day pupils)	Not applicable
Telephone number	020 7372 8051
Website	None
Email address	<a href="mailto:irischool@gmail.com">irischool@gmail.com</a>
Date of previous standard inspection	18–20 October 2016

## Information about this school

- The School of the Islamic Republic of Iran is an independent day school for boys and girls aged between six and 16. It is registered for up to 81 pupils. Pupils are Muslim, come from a range of cultural backgrounds and typically speak English as an additional language.

- The school has two sections. The Iranian section teaches the Iranian curriculum and is taught in Farsi. The English section includes pupils from the local community who follow the national curriculum.
- The school does not have any pupils who have special educational needs and/or disabilities.
- The school does not use any alternative off-site provision.
- The school does not have a website.
- At the time of the inspection, there were 99 pupils on the school's roll (18 more than the school's registered capacity). Four students on the school's roll were aged 17 (above the school's registered age range) and three children were aged five (below the school's registered age range).
- The school's previous standard inspection was in October 2016, when its overall effectiveness was judged to be inadequate.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This inspection was the school's first progress monitoring inspection and was conducted without notice.
- In October 2016, a full standard inspection of the school judged it to be inadequate. The school submitted an action plan. Ofsted's review of this plan in January 2017 judged it to be not acceptable. As a result, the Department for Education wrote to the school to confirm that the action plan had been rejected.
- The inspection focused on the school's progress against specific requirements within all parts of the independent school standards and associated requirements.
- Inspectors met with the headteacher and other staff who support him in the leadership and management of the school.
- Inspectors met with a selection of pupils, looked at their work and observed learning in all classrooms.
- A premises tour was undertaken and a wide range of documentation related to the curriculum, safeguarding, health and safety and other aspects of the independent school standards was reviewed.
- There were no responses to Ofsted's online survey, Parent View.

## Inspection team

James Waite, lead inspector

Ofsted Inspector

John Lambern

Her Majesty's Inspector

Kanwaljit Singh

Ofsted Inspector

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### Parent View

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You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

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