

# Tayyibah Girls' School

88 Filey Avenue, Stamford Hill, London N16 6JJ

**Inspection Dates**

21 June 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(2), 2(2)(d), 2(2)(d)(ii) and 5, 5(b)(vi)*

- At the time of the previous inspection in September 2016, the school's policies and curriculum plans relating to personal, social, health and economic and citizenship education did not encourage understanding, respect and tolerance for other people, paying particular regard for the protected characteristics set out in the Equality Act 2010. For example, the curriculum did not provide opportunities for pupils to learn about people who have disabilities or who may identify as lesbian, gay or bisexual or be transgender (LGBT).
- The school's action plan identifies key staff as responsible for ensuring that the curriculum is improved to cover the protected characteristics. However, the plan does not state clearly how leaders will monitor that this is being done routinely. Similarly, the plan does not make clear how leaders will monitor that this is having an impact on pupils' understanding, respect for and tolerance of other people.
- This inspection found the school's provision in this area to have been transformed. Policies on the curriculum, equality and pupils' spiritual, moral, social and cultural development have been appropriately adapted and include a new commitment to teach pupils about all of the protected characteristics. Curriculum plans for all year groups now integrate the protected characteristics into the teaching of personal, social, health, economic and citizenship education. Topics include 'sexuality in modern society', 'disability awareness', 'transgenderism and equality in society' and 'love and respect for all people'. Events since the last inspection have included a visiting speaker who talked to pupils about life as a Jewish lesbian, a Paralympian who spoke to pupils about overcoming his disability and a number of workshops throughout February 2017 to raise awareness of LGBT month. All pupils who met with the inspector spoke confidently about their understanding for, and respect of, all of the protected characteristics.
- Leaders have worked effectively to ensure that the requirements in these paragraphs are now met.

*Paragraph 3, 3(j)*

- The previous inspection found that the admissions policy stated that pupils who have special educational needs and/or disabilities would not be accepted onto the school roll. Pupils who were identified as having special educational needs and/or disabilities would only receive extra support if parents agreed to pay for this as no specialist provision was normally available.
- The school's action plan states that the admissions and special educational needs policies will be reviewed, individual education plans (IEPs) created and teaching assistants employed. However, the timeframe is very general and outcomes are not measurable.
- This inspection found the admissions and special educational needs policies to have been appropriately adapted. The school's leaders are clear about their commitment to the admission of pupils who have special educational needs and/or disabilities. They are also committed to making reasonable adjustments to meet pupils' specific needs. Three teaching assistants have been employed since the previous inspection. Pupils identified as having special educational needs and/or disabilities, such as dyslexia, dyscalculia and attention deficit hyperactivity disorder, are being appropriately supported, in line with their IEPs. The IEPs are fit for purpose.
- Leaders have ensured that the requirements in this paragraph are now met.
- All the independent school standards checked in this part are now met.

Part 3. Welfare, health and safety of pupils

*Paragraphs 7, 7(a), 7(b) and 16, 16(b)*

- The previous inspection found safeguarding to be ineffective. Appropriate action had not been taken to reduce identified risks, especially for pupils who had left the school with no known destination. The whereabouts of some pupils was not known and had not been followed up. Recruitment checks were not in line with statutory requirements, particularly the need to obtain references prior to staff commencing work. Records of working with parents and external agencies to support vulnerable pupils were also disorganised and did not indicate how quickly appropriate help had been obtained.
- The action plan cites two actions: to obtain references and update information on admissions and school leavers by December 2016. The plan explains that the single central record of recruitment checks has now been updated and all outstanding references have been obtained; destinations of pupils who have left over the past two years have been collected and plans are in place to check this on a monthly basis.
- This inspection found the issues identified at the previous inspection to have been resolved. The single central record of recruitment checks identifies that all references have now been obtained. The destinations of pupils who have left the school have now all been collated. Leaders have a clear system in place to ensure that the whereabouts of all pupils are now known. Leaders are now clear regarding protocols to refer pupils whose whereabouts is unknown to the local authority. Records of working with parents and external agencies to support vulnerable pupils are now appropriately organised and new forms are being used to indicate how quickly appropriate help has been obtained.
- The school's appropriate safeguarding policy, which is based on the latest statutory

guidance, 'Keeping children safe in education' (September 2016), is available on the school's website.

- During the inspection, it transpired that an allegation made by a pupil had not been followed up with sufficient rigour. Though a teacher had followed the school's procedures and referred the concern to a designated safeguarding leader, the leader's response was weak. In realising this error, the school contacted social care services during the inspection.
- Though much positive work has been undertaken in this area, the school's systems in following up allegations are too casual and this puts pupils at risk of harm. As a result, the requirements of these paragraphs continue to be unmet.
- Leaders have not ensured that all the independent school standards in this part are met.

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

*Paragraphs 20(1), 20(4), 20(5), 20(5)(b) and 20(5)(b)(i)*

- At the time of the inspection in September 2016, these standards were not met because the chair of the proprietors had not had an enhanced criminal record check, countersigned by the Secretary of State.
- The action plan states that an application for this enhanced criminal record check was submitted to the Department for Education (DfE) in January 2017.
- This inspection found the enhanced criminal record check, countersigned by the Secretary of State, to have been completed by the DfE on 8 February 2017. The check is appropriately logged on the school's single central record of vetting checks.
- Leaders have ensured that the independent school standards in this part are 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 leaders, including trustees, governors and the executive headteacher, had not ensured that all the independent school standards relating to safeguarding, welfare, curriculum and the Equality Act 2010 had been met.
- The school's action plan describes a 'regular review of standards, to ensure that they are continuously being met'. A more-detailed 'post Ofsted action plan' identifies improving the effectiveness of leadership and management as a priority and describes further actions, dates and outcomes.
- This inspection found leaders to have worked hard to remedy the issues identified at the previous inspection in September 2016. Some of the previously unmet independent school standards are now judged to be met. However, processes for safeguarding pupils are still not robust enough.
- Leaders have not ensured that all the independent school standards are met.
- As a result, the standards in this part continue to be unmet.

## 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 the proprietor makes arrangements to safeguard pupils at the school in line with statutory guidance and that appropriate, timely action is taken to reduce risks to pupils (paragraphs 7, 7(a), 7(b) and 16, 16(b)).
- Ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their roles and fulfil their responsibilities effectively so that the independent school standards are met consistently and the well-being of pupils is actively promoted (paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

### **The school now meets the following independent school standards**

- Ensure that the school's policies and schemes of work relating to personal, social, health and economic education encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (paragraphs 2(1), 2(1)(a), 2(2), 2(2)(d) and 2(2)(d)(ii)).
- Ensure that the teaching at the school does not discriminate against pupils, especially those that may have special educational needs and/or disabilities, contrary to Part 6 of the 2010 Act (paragraph 3, 3(j)).
- Ensure that the proprietor actively promotes and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 5, 5(b)(vi)).
- Ensure that the chair of proprietors obtains an enhanced criminal record check, countersigned by the Secretary of State, where an application for such a check is made under section 113B(1) of the 1997 Act (paragraphs 20(1) 20(4), 20(5), 20(5)(b) and 20(5)(b)(i)).

## School details

Unique reference number	100300
DfE registration number	204/6388
Inspection number	10035530

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	Muslim day school for girls
School status	Independent school
Age range of pupils	4 to 18
Gender of pupils	Girls
Gender of pupils in the sixth form	Girls
Number of pupils on the school roll	190
Of which, number on roll in sixth form	6
Number of part-time pupils	None
Proprietor	Tayyibah Educational Trust
Chair	Abdul Satar Said
Headteacher	Nahida Qureshi
Annual fees (day pupils)	£2,670
Telephone number	020 8880 0085
Website	<a href="http://tayyibah.org.uk">http://tayyibah.org.uk</a>
Email address	<a href="mailto:admin@tayyibah.org.uk">admin@tayyibah.org.uk</a>
Date of previous standard inspection	21–23 September 2016

## Information about this school

- Tayyibah School is an independent Muslim day school for girls in Stamford Hill in the London borough of Hackney.
- The school is registered for up to 259 pupils aged four to 18. Currently, the school does not have any four-year-olds on roll. The youngest pupils are in Year 1.

- There are currently no Year 12 students and there no plans to admit students into the sixth form from September 2017.
- The proprietorial board comprises five trustees. There are also nine governors and an executive headteacher.
- The school makes no use of off-site provision or training.
- The school's website meets the requirements of the independent school standards.

## 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.
- The inspection was carried out without notice.
- The school's last full standard inspection was in September 2016, when its overall effectiveness was judged to be inadequate. The school drew up an action plan for improvement in response to the report, which was evaluated by Ofsted in February 2017 and judged to be not acceptable. It was subsequently rejected by the Department for Education in April 2017.
- This is the school's first progress monitoring inspection. The inspector was asked to focus on particular requirements contained within Parts 1, 2, 3, 4 and 8 of the independent school standards.
- The inspector toured the premises. He also held meetings with the headteacher, two designated safeguarding leaders, two teachers responsible for supporting pupils with special educational needs and/or disabilities and the teacher responsible for pupils' spiritual, moral, social and cultural development.
- The inspector met with two groups of pupils in Years 8 and 9.
- The inspector scrutinised documentation including curriculum planning and the school's safeguarding, admissions and equality policies.
- The inspection took account of the 11 recent responses to the Ofsted online survey (Parent View).

## Inspection team

James Waite, lead inspector

Ofsted Inspector

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