

The School of the Islamic Republic of Iran

100 Carlton Vale, London NW6 5HE

Inspection dates

1 February 2018

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

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

- At the previous inspection schemes of work were not in place for all the required areas of learning. The curriculum was not being implemented in a way which accounted for the different needs and abilities of pupils. Pupils were not being taught about other faiths and cultures. In encouraging respect for others, particular regard was not paid to those who have protected characteristics. As a result, pupils were not being suitably prepared for life in modern Britain. Leaders had not ensured that pupils' starting points or their progress were being assessed appropriately.
- Since the previous inspection leaders have bought a wide range of new books and published curriculum guides. They are checking and reporting on pupils' progress at regular intervals. However, the leader responsible for the curriculum is still working on updating schemes of work to include these new resources. Pupils' work demonstrates that teachers are not implementing the curriculum effectively to ensure it meets the needs of pupils with different abilities. Pupils told inspectors they were enjoying the new books available and the recent introduction of art lessons. However, they also said that they would like a greater range of opportunities such as a chance to learn to play a musical instrument.
- Leaders indicated that the school's policy limits the information pupils receive about all of the protected characteristics. As a result, regardless of their own faith and beliefs, pupils were not aware that people with protected characteristics, as set out in the 2010 Equality Act, should be respected.
- At the previous inspection it was found that pupils had no access to accurate, up-to-date and impartial careers guidance.
- Pupils have been visited by representatives of some professions to talk about careers options since the last inspection. They have also received some information about a number of training options available to them. However, leaders are not planning or organising careers guidance in an effective way to ensure a broad range of advice is

available. The standards related to careers guidance remain unmet.

- Leaders have ensured that opportunities are now available to experience all of the required areas of learning. However, the other standards in Part 1 remain unmet.
- Leaders have not ensured that the independent school standards in this part are now met.

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

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

- At the previous inspection pupils demonstrated little understanding of other cultures and faiths. They had limited knowledge of public institutions, concepts relating to the rule of law and democracy.
- Pupils' knowledge and understanding remain very limited. Those who spoke with inspectors, including those in key stage 3, did not recognise the word democracy. Pupils struggled to remember details of a recent visit to a church. Their written work about Christmas focused on aspects of this festival unrelated to its religious meaning. Leaders confirmed that planned work about Judaism had yet to be taught to pupils. Pupils continue to lack sufficient guidance and information about some of the characteristics of people protected by law. As a result, standards remain unmet in this part of the regulations.
- During the previous inspection it was discovered that staff had received no clear guidance or training to ensure that they offer a balanced presentation of views when discussing political issues.
- Since the previous inspection leaders have amended the written code of conduct to make expectations about impartiality clear. Pupils' work provides evidence of teachers supporting discussions about issues such as testing on animals so that a balanced range of views can be considered. This aspect of the standards is now met.
- Leaders have not ensured that all the requirements of the standards in this part are now met.

Part 3. Welfare, health and safety of pupils

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

- At the previous inspection safeguarding policies were not being implemented effectively. The most recent guidance from the Secretary of State was not being used. The designated safeguarding lead had not completed the required safeguarding training for over three years.
- The designated person for safeguarding has not yet completed all of the enhanced training necessary to her role. She remains unclear about the content and purpose of current statutory guidance. As a result, leaders continue to possess a weak oversight of safeguarding arrangements. They possess limited skills to recognise, assess and respond to risks. For example, a number of serious risks posed by the premises have not been picked up by leaders. They continue to rely on inaccurate information about what is required to check on the suitability of staff. Leaders have worked with the local authority to provide training for staff about the 'Prevent' duty. However, they have not used this training to guide an update to the school's safeguarding policy. For example, the school's

arrangements for vetting visiting speakers is unclear. Therefore, these aspects of the standards continue to be unmet.

Paragraph 9, 9(a), 9(b), 9(c) and 10

- At the previous inspection written behaviour policies and the strategy to prevent bullying were not being implemented effectively. There were no logs of incidents of misbehaviour or bullying.
- Leaders have reviewed the behaviour policy and record instances of poor behaviour. However, the policy does not reflect all of the sanctions being used and particularly those most memorable to pupils. For example, pupils spoke of the use of a supervised reflection room for pupils who have behaved poorly. This is not referred to in the policy seen by inspectors. In addition, information about how more serious instances of poor behaviour are followed up is not recorded well. For example, leaders needed to rely on the memory of the headteacher to recall the follow up to a recent incident involving a pupil using racially abusive language. Therefore these requirements of the standards continue to be unmet.

Paragraph 11, 12, 13, 14 and 15

- Leaders have put in place additional fire-fighting equipment and ensured regular fire drills have been carried out since the last inspection. However, they are not ensuring that all checks on fire safety equipment are recorded consistently. The policy on health and safety is not implemented effectively due to limitations in leaders' skills to identify and promptly respond to risk. These standards therefore remain unmet.
- During the previous inspection it was found that the school's admissions register did not include all of the required information, such as pupils' previous schools.
- Leaders told inspectors that no pupils had left since the previous inspection. However, the dates of birth of pupils recorded in the register seen indicates that there are no longer any pupils on roll over the age of 16. This is different to inspection findings at the previous inspection. Leaders have still not provided information about the previous education of current pupils. They have added a column to the admissions register to record destinations of future leavers but this does not contain any information. Therefore, the standard related to the admissions register remains unmet.
- Inspectors found instances during the inspection when the supervision of pupils was unacceptable. Leaders are not ensuring their expectations about the supervision of pupils are being adhered to. The standard related to the supervision of pupils remains unmet.

Paragraph 16, 16(a) and 16(b)

- At the previous inspection no risk assessments were in place to consider locations when members of the public share the premises. Risk assessments were of poor quality, especially those related to the premises.
- A written risk assessment policy is in place but leaders and staff lack the necessary skills to assess risks effectively. Inspectors identified a number of serious potential risks to pupils which had not been picked up through the implementation of the risk assessment policy. Therefore, the standards related to risk assessment remain unmet.
- Leaders have not ensured that the independent school standards in this part are now

met.

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

Paragraph 18(2), 18(2)(a), 18(2)(b), 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 a number of shortcomings in the recording and checking of the suitability of staff.
- After the previous inspection leaders carried out and recorded checks on the medical suitability of staff. This aspect of the standards is now met. Inspectors could find no evidence of continued shared use of the premises which was a concern at the last inspection.
- However, several members of staff have still not been subject to Disclosure and Barring Service checks and gaps remain in the single central record. Furthermore, the record indicates that overseas checks are not applicable to most staff, while leaders indicate that some had previously lived in Iran. The single central record contains inaccurate and incomplete information. Leaders are not using these checks effectively to promote the safety of pupils. Therefore, the standards in this part of the regulations remain unmet.
- Leaders have not ensured that the independent school standards in this part are now met.

Part 5. Premises of and accommodation at schools

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

- At the previous inspection it was found that the school's premises were in disrepair and posed a risk to users. Not all of the checks necessary to ensure safety had been made. Arrangements for fire safety and first aid were insufficient to meet the requirements of the standards.
- While leaders have taken some steps to improve the maintenance of the premises, it remains in a poor state of repair and cleanliness. For example, some pupil toilets had bins piled with tissues early on the morning of the inspection. Graffiti could be seen in some classrooms on walls and furniture. No attempt has been made to remove this. Leaders have low expectations for the state of repair and cleanliness of the premises. These aspects of the standards remain unmet.
- The school has an area for pupils to change for physical education but only one shower for all pupils to use. In practice, this means pupils over the age of 11 do not have the opportunity to shower after physical education. This is insufficient to meet the requirements of the standards.
- Since the previous inspection a medical room with the necessary facilities to meet the requirements of the standards had been made available. Hot water is now available, which leaders say is controlled to guard against scalding. Drinking water is labelled and accessible to pupils. In addition, lighting both in classrooms and outside has been improved so that it meets the standards required.
- Leaders have not ensured that the independent school standards in this part are now met.

Part 6. Provision of information

Paragraph 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)

- At the previous inspection a number of omissions were evident in the information available to parents and carers. The school did not have a website.
- Since the previous inspection leaders have produced a prospectus to help parents find information about the school. It explains how to obtain policies about the curriculum. However, it does not mention the safeguarding policy. It does not set out how to correspond with the chair of the governing body. Some, but not all, of the standards in this part of the regulations are now met.
- Leaders have not ensured that the independent school standards in this part are now met.

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) and 33(j)(ii)

- The complaints procedures and policy did not meet the requirement of the standards at the last inspection.
- The complaints policy now complies with most aspects of the regulations.
- Leaders have recorded a number of informal complaints. However, there are no dates assigned to them. As a result, there is no clear record of the number of complaints received in a given time. This aspect of the standards therefore continues to be unmet.
- Leaders have not 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)

- Leaders continue to demonstrate insufficient skills and knowledge in attempting to meet the independent school standards. Some of the weaknesses in risk assessment and checks on the suitability of staff pose a direct potential risk to the welfare of pupils. Therefore, all of the standards in this part of the regulations remain unmet.
- As at the time of the previous inspection, the school continues to operate outside of the age range for which it is registered. Pupils under the age of six years old continue to attend the school.

Schedule 10 of the Equality Act 2010

- Since the previous inspection leaders have set out a strategic accessibility plan. This outlines aspects of accessibility to the premises, information and the curriculum, which leaders intend to improve.

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

- 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 education, health and care 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 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 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 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 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 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 pupils are properly supervised through the appropriate deployment of school staff (paragraph 14).
- 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 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 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 information provided includes the name and address for correspondence with the chair of governors (paragraphs 32(2) and 32(2)(c)).
- 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 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)).
- 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) and 33(j)(ii)).
- 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)).

The school now meets the following independent school standards

- 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 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 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 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 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 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 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 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 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)(d), 32(3), 32(3)(a), 32(3)(c) and 32(3)(d)).
- 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)).

School details

Unique reference number	133385
DfE registration number	304/6079
Inspection number	10044655

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
Number of pupils on the school roll	94
Of which, number on roll in sixth form	0
Number of part-time pupils	0
Proprietor	Ministry of Education In Iran
Chair	Mr M Moghaddas
Headteacher	Mr Seyed Hosseini
Annual fees (day pupils)	Not applicable
Telephone number	020 73728051
Email address	irischool@gmail.com
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. Pupils are of Muslim faith and come from a range of cultural backgrounds. Most 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 alternative off-site provision.
- The school does not operate a website.
- At the time of the inspection, 15 pupils on the school's roll were under the age of six (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. At a progress monitoring inspection in May 2017 a large number of standards remained unmet and some additional standards were discovered to be unmet.

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 was the second progress monitoring inspection since the school was judged to be inadequate in October 2016. It was conducted with no notice.
- The inspection focused on the school's progress to meet independent school standards and associated requirements found to be unmet at the previous inspection.
- Inspectors met with the headteacher, the chair of the governing body and other staff involved in aspects of the school's leadership and management.
- Inspectors met a group of pupils, looked at a range of their work and conducted observations in lessons alongside senior leaders.
- A premises tour was undertaken. Inspectors scrutinised a range of documentation related to the curriculum, safeguarding, health and safety and information provided to parents.
- There were no responses to Ofsted's online survey, Parent View.

Inspection team

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Her Majesty's Inspector

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