

Islamic Tarbiyah Preparatory School

Ambler Street, Bradford, West Yorkshire BD8 8AW

Inspection dates

26–28 February 2019

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher and trustees have ensured that all of the independent school standards are met.
- The headteacher, deputy headteacher, school manager and staff have created a calm, purposeful and respectful school environment.
- Leaders have planned a curriculum that is broad and balanced. They have placed the development of pupils' English and mathematical skills at the centre. As a result, pupils benefit from accessing a wide range of subjects that develop them academically, scientifically, physically and creatively.
- Leaders have created a culture of respect and tolerance. Consequently, pupils' attitudes are excellent. Pupils are well prepared with the characteristics necessary for life in modern Britain. Nonetheless, pupils would benefit from further opportunities to discuss and debate topical issues, locally and nationally.
- The early years provision is good, although there is still some work to do to ensure that children benefit from the outdoor learning environment.
- Pupils are very proud to be part of Islamic Tarbiyah Preparatory School.
- Pupils' behaviour and attitudes to learning are outstanding. They have an immense sense of respect for each other, their school and visitors.
- The quality of teaching, learning and assessment is good. Staff's high expectations, secure subject knowledge and pupils' excellent attitudes to learning all contribute to very little learning time being lost. As a result, pupils achieve well over time.
- Staff's questioning and use of resources are well used to develop and consolidate pupils' learning. However, there are some instances when pupils are not encouraged to think hard or deeply about an idea or concept.
- Across a wide range of subjects and all year groups, pupils make consistently good progress. However, there is room for pupils to be given more opportunities to write at length in lower key stage 2. Furthermore, pupils across the school would benefit from more opportunities to check and correct their own spellings, particularly of subject-specific words.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Continue to improve the quality of teaching, learning and assessment to secure stronger outcomes for pupils across all of the curriculum, by ensuring that:
 - pupils are given sufficient challenge to consistently extend and deepen their thinking about ideas or concepts, through the use of questioning and resources
 - staff continue to develop pupils' literacy skills across the curriculum, particularly so that lower key stage 2 pupils are provided with more opportunities to write at length, and pupils have opportunities to develop their spelling and understanding of subject-specific words.
- Improve pupils' personal development and welfare further by ensuring that:
 - pupils' knowledge and understanding are enhanced further through access to a wider range of opportunities to discuss and debate topical issues, both locally and nationally, that challenge their thinking.
- Continue to improve and enhance the early years provision by providing children with more planned opportunities to access the outdoor area, so their skills and experiences are developed and stimulated further.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, trustees and other leaders have ensured that all the independent school standards are met.
- The headteacher, other leaders and staff have created a calm, purposeful and respectful school environment. As a result of effective teaching and the pupils' excellent attitudes to learning, the pupils achieve well over time and leave Islamic Tarbiyah Preparatory School ready to face the challenges of the next phase of their education.
- The headteacher, ably supported by his deputy headteacher and school manager, has set high standards and expectations. They all lead by example. Their moral and decisive leadership puts all pupils at the heart of their work. For example, they are reflective leaders and, as such, expect the staff to be reflective about their own actions and practice so that pupils' educational experiences continually improve.
- Leaders understand well what the strengths are, and they are aware of what needs to be done to improve the school further. Leaders' ambitious nature serves the staff, pupils and parents and carers well. This is particularly evident as the school's 'golden rule of respect' permeates the work and actions of all. Relationships between staff and pupils are excellent. British and Islamic values go hand in hand throughout the school. As a result, there is a fostered ethos of mutual respect and tolerance evident.
- The monitoring of teaching and learning is being continually developed. For example, observations of teaching are regular, and feedback is helpful so that staff can improve their skills. Recently introduced cross-observations are allowing staff to share good practice and gauge the demands of the curriculum in other year groups. As a result, staff benefit from supportive opportunities to develop and reflect on their own practices so that teaching improves further.
- Leaders have planned a curriculum that is broad, balanced and fundamentally develops pupils' English and mathematical knowledge, skills and understanding. Pupils have access to a wide range of subjects, such as history, geography, physical education, Islamic studies, art and personal, social, health and economic education, all of which offer appropriate and stimulating content and topics for pupils to study. As a result of a well-planned curriculum and schemes of work that meet the varying needs of pupils, across a range of year groups and subjects, pupils are consistently achieving well.
- Leaders have ensured that the curriculum provides pupils with various opportunities to foster those personal, social and moral skills necessary for life in modern Britain. For example, pupils in Year 3 learn about how bullying is wrong and what to do to help others. In Year 4, pupils benefit from learning about what it is to be a responsible citizen and how they can help others in need. Pupils in Year 6 benefit from learning about different rights and responsibilities in society, understanding what it is to live in a democracy and why it is important to respect someone who is 'different'.
- The headteacher, other leaders and staff have secured the unwavering support of parents. Parents are very complimentary of the school and its work. For example, one parent stated that leaders 'have nurtured such happy children throughout the years'. Another stated that leaders and staff 'build good manners and characteristics ... and

prepare them well for future studies and life in general as a British citizen'. In addition, out of those parents who completed Ofsted's online questionnaire, Parent View, all of them would recommend the school to another parent.

Governance

- The governance of the school is effective.
- The proprietor, supported by other trustees, has taken decisive action to initiate a new leadership structure so that leadership is strengthened. For example, trustees in place now bring different and necessary skills and experience. As a result, they ensure that policies are up to date and ratified quickly and that such policies meet the requirements of the school, and the independent school standards.
- The trustees are clear about their roles and responsibilities. They take them seriously and, therefore, have an accurate view of the strengths of the school and those areas needing attention. They are not complacent and provide sufficient support and challenge so that the school continues to improve.
- Trustees take their responsibility for safeguarding also very seriously. They do not shy away from how important it is to safeguard the children in their care. As a result, they have a confident and clear understanding about the policy, systems and processes in place. Furthermore, trustees have been involved in refining the curriculum. For example, trustees are firmly committed to providing pupils with an education that teaches them about moral rights, responsibilities and tolerance for everyone. They speak determinedly about how staff teach pupils to be tolerant and respectful of all.
- Trustees use expertise well in ensuring that the school building is well maintained and a vibrant and safe place to learn. They also ensure that financial resources are managed and used effectively to benefit the pupils' educational experience.

Safeguarding

- The arrangements for safeguarding are effective.
- The safeguarding policy is appropriately implemented and practised by staff. Staff at all levels are fully aware of what they have to do if they have a concern about a child. As a result, there is a culture of safeguarding evident across the school. Parents also believe this, as all of the parents who made their views known agree or strongly agree that their child feels safe at school.
- The designated safeguarding lead uses his knowledge of the pupils and the good relationships with their families to ensure that children are kept safe. He is vigilant and well aware of the procedures he must follow should the need arise. Training has been timely and appropriate. The designated safeguarding lead and all staff have been trained in all of the up-to-date safeguarding statutory requirements. The school's safeguarding policy takes into account current government requirements and is available to parents should they wish to have a copy.
- Leaders have ensured that the curriculum provides opportunities for pupils to learn about how to be safe and act safely. For example, pupils benefit from opportunities to explore how to be safe online and when crossing the road, anti-bullying and rights and responsibilities. This provides them with a sound level of knowledge and understanding at an age-appropriate level.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good. Staff's consistently high expectations of pupils and what they can achieve was observed throughout the inspection. This contributes very much to pupils' outstanding attitudes to learning and behaviour.
- Staff encourage pupils to be actively involved in their learning. As a result, pupils are very well engaged and achieve well over time. Learning environments are conducive to learning because they are vibrant and foster and stimulate pupils' learning and thinking. Such positive environments also contribute to pupils' pride and respect of their school and the education they receive.
- Teachers' strong and secure subject knowledge is evident. Staff have a good grasp of the subjects they teach, and they use this well to move round and swiftly check pupils' learning and tackle any misconceptions or errors they may have. For example, in a Year 3 English lesson, where pupils were consolidating their understanding of compound words, the staff's swift movement ensured that any misunderstanding pupils had were quickly addressed and explanations given as to why it was not a compound word. Similarly, in Year 6 mathematics, when pupils were interpreting line graphs, they benefited from strong subject knowledge and swift movement of staff so that misconceptions were addressed, and pupils could confidently justify their reasoning. As a result, pupils do not have gaps in their learning for long and, consequently, achieve well over time.
- Pupils are assessed regularly. Leaders use assessment information to track pupils and identify any areas of underachievement. Staff then use this information to ensure that support is deployed effectively. In the main, staff use this information well to ensure that they adapt learning so that pupils make strong and sustained progress over time.
- In all classrooms, staff are deployed well. They support pupils' learning and progress well over time. They check pupils' understanding effectively and develop their understanding and ideas. This, again, ensures that pupils do not fall behind in their learning.
- Parents are extremely supportive of the quality of teaching that pupils receive at the school. For example, all of the parents who made their views known agree that their child is taught well at the school.
- Leaders' plans and subsequent schemes of learning are used well by staff. In the main, planning meets the needs of pupils. Staff ensure that resources are designed to develop and extend pupils' understanding and skills in a wide range of subjects. For example, pupils were constructing simple sentences in Year 2, using the stimulus of a story they had previously read about a caterpillar. As a result of this stimulus, pupils were provided with a solid basis for using adjectives to develop their writing skills. Skilful planning was also evident in Year 1, where good resources and effective modelling by the teacher of the learning to be made allowed pupils to quickly grasp trickier digraphs in their phonics work. However, there are some instances across both key stages 1 and 2 where pupils finish earlier than others and, although pupils are given additional tasks to complete, at times staff do not challenge them to think harder or apply their knowledge, skills or understanding more.
- Questioning is a strength and used very well by staff. Professional development

opportunities to develop questioning skills have clearly paid off. Staff routinely check pupils' understanding and, in some instances, it extends and encourages pupils to think hard. However, this is not consistent across classes.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils spoken to during the inspection state clearly and unequivocally how they feel safe. They are aware of the different ways to stay safe, for example when using the internet, and they trust staff to help them should they have a worry or concern.
- Pupils say that bullying is rare. A clear anti-bullying policy, complemented by opportunities planned in the curriculum, teach pupils about how bullying is wrong. Such lessons enhance pupils' social and moral skills.
- The wider curriculum contributes to the pupils' personal development and welfare being promoted well. Pupils have access to a range of opportunities to learn about values that underpin society, for example respect, tolerance, rights and responsibilities and understanding difference. As a result, pupils show respectful views of local and wider contexts. They are prepared for life in modern Britain. However, pupils would benefit from more opportunities to discuss and debate both local and national topical issues to enhance their knowledge and understanding.

Behaviour

- The behaviour of pupils is outstanding.
- There is a clear behaviour policy in place. This is complemented by an equally clear anti-bullying policy. These are used and reinforced consistently by staff. As a result, incidents of poor behaviour are extremely rare.
- Pupils' behaviour and attitudes to their learning, including standards of presentation in their books, are excellent. Pupils are courteous, polite, pleasant and truly respectful of each other, staff and visitors. A smile is commonplace in the school.
- Pupils' behaviour around the school, and during breaktimes and lunchtimes, is exemplary. They move about safely and play with their friends well. Pupils get along with each other very well and they value the staff. They know staff look after and care for them. Relationships in the school are outstanding. Similarly, parents are clear in their view that the school ensures that all pupils behave well.
- Very few pupils miss school, therefore demonstrating how much they value school. Pupils are punctual and eager to participate in their learning. As a result, pupils achieve well over time.
- Pupils show how they care for and respect their school. There is no litter or graffiti anywhere on the school site. They wear their uniforms with pride.

Outcomes for pupils

Good

- All pupils make consistently good progress across different year groups, and in a wide range of subjects, particularly in English and mathematics. Across a range of subjects, pupils benefit from opportunities to, and indeed do, develop strong and secure knowledge, skills and understanding.
- By the end of key stage 1, the proportions of pupils achieving the expected standards in reading, writing and mathematics are in line with those seen nationally, although stronger in mathematics. The proportion of pupils achieving at the higher standard has improved since the previous inspection and for current Year 2 pupils shows sign of continued improvement.
- Pupils in Year 1 and Year 2, in the main, read with fluency. Pupils use their phonics skills to help them decode trickier words. Pupils benefit from reading regularly to other adults and they have a growing understanding of how to use expression and intonation when they are reading.
- Phonics is taught well. Strong subject knowledge allows staff to confidently and accurately model language to pupils. Resources are used effectively to engage and stimulate pupils' phonological and reading development. Opportunities are well planned for pupils to apply this knowledge and these skills in their written work. As a result, pupils' achievements in phonics continue to secure and improve.
- By the end of Year 6, pupils achieve well in reading and writing, but particularly so in mathematics. Excellently planned and taught experiences provide pupils in Year 6 with a strong foundation, which builds on prior learning, in readiness for secondary school.
- Across each key stage, the gap between boys' and girls' achievement is diminishing rapidly. There are few discernible differences between the outcomes for boys and girls.
- Most parents value the reports they receive about their child's progress. Those sampled during the inspection show how reports to parents provide valuable information about the content pupils have covered, how they are performing in particular subjects and their attitudes to learning.
- Work in pupils' books, across all year groups and in a variety of subjects, scrutinised during the inspection point towards pupils consistently achieving well over time. Pupils are afforded a range of opportunities to practise and apply a wide variety of skills in, for example, mathematics, science and humanities. Pupils' literacy skills gradually develop throughout each key stage; however, there is more room for planned opportunities to ensure that pupils write at length throughout Years 3 and 4. While pupils' work is excellently presented and they demonstrate sound skills in literacy, in some instances, pupils would benefit from more opportunities to check their spellings, particularly of subject-specific words, so that accuracy in spelling is consistent across the curriculum.

Early years provision

Good

- Leaders have ensured that, in the early years provision, all of the welfare and safeguarding requirements are met. Staff are trained well. They are vigilant in all aspects of their work, whether it be children's health, safety or welfare. As a result, children are happy and eager to participate in the activities in the provision. When children join the

provision, they settle into routines very quickly.

- The leader with responsibility for the early years provision is exceptionally effective. She has a precise and incisive understanding of the provision, the staff and the children. As a result, the early years setting continues to grow from strength to strength.
- Teaching in the early years is good. It is characterised by quality interactions between staff and children. For example, sharp and purposeful questioning is used well to develop and extend children's understanding of the wider world. Children sustain their concentration for extended periods of time and they are engaged in their learning. This benefits children as they take turns when speaking to each other, listen and respond appropriately. Staff are deployed effectively. They work with their groups well and regularly meet to plan learning that meets the children's interests and needs.
- There are well-established routines. Expectations and standards are high. The behaviour of children is exemplary. There is a caring and nurturing ethos. Children benefit from a wide range of experiences that enhance the curriculum. For example, children visited the local church to experience a different religious building, and they developed personally and physically through making fruit kebabs and pumpkin muffins. As a result of these experiences, children make strong progress in the prime areas of learning over time.
- Children begin Nursery with skills broadly typical for their age. This is effectively built upon by staff and, as a result, children make good progress in Nursery and Reception classes. However, the ambitious and knowledgeable early years leader recognises that progress could improve in the Nursery part of the school to complement the strong standards by the end of Reception. Children are well prepared for Year 1.
- Learning outdoors is planned but it is not as effective as indoor learning. Staff have a clear awareness that children need to learn in different environments. As a result, they are committed to ensuring that more planned opportunities are taken to develop the children's skills further through the outdoor learning provision.

School details

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| Unique reference number | 133453 |
| DfE registration number | 380/6113 |
| Inspection number | 10061261 |

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.

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| Type of school | Other independent school |
| School category | Independent school |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 189 |
| Number of part-time pupils | 0 |
| Proprietor | Shakil Nawaz |
| Headteacher | Shakil Nawaz |
| Annual fees (day pupils) | £1,250 |
| Telephone number | 01274 490462 |
| Website | Not applicable |
| Email address | shakil.nawaz@virginmedia.com |
| Date of previous inspection | 4–6 July 2017 |

Information about this school

- The Islamic Tarbiyah Preparatory School opened in 2001. It is registered to accept boys and girls between the age of four and 11 years old. There are currently 189 pupils on roll.
- No pupils currently on roll have a disability or an education, health and care plan.
- The school has two sites, which are within very close proximity of each other.
- The Islamic Tarbiyah Preparatory School was last inspected in July 2017, when its overall effectiveness was judged to require improvement, in particular for the effectiveness of leadership and management, and pupils' personal development and welfare.
- The board of trustees established at the last inspection is still in place. This has been further reformed since the previous inspection.

Information about this inspection

- The inspection was carried out over two and a half days by one of Her Majesty's Inspectors. An Ofsted inspector also joined the inspection team.
- Inspectors held meetings with the headteacher, other leaders, various staff and the proprietor and the group of trustees.
- Inspectors spoke to a number of pupils during the school day, both formally and informally.
- Inspectors considered the 26 responses to Parent View and the 13 free-text responses. All views expressed were taken into account.
- Inspectors considered a wide range of work in current pupils' books, in a range of subjects, across all year groups. The inspectors explored the information regarding historical pupils' outcomes and current pupils' assessment information.
- Inspectors observed learning in a range of subjects and also observed, and considered, pupils' behaviour and attitudes throughout the school day.
- Inspectors toured the building, both inside and outside, to ensure that the relevant independent school standards were met, and that pupils' welfare is taken into account.
- Inspectors examined school documentation, including a range of policies required as part of the independent school standards. Documents relating to safeguarding and child protection, pupils' behaviour, attendance and welfare, as well as health and safety documents, were also scrutinised.

Inspection team

Darren Stewart, lead inspector

Her Majesty's Inspector

Julia Norton Foulger

Ofsted Inspector

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