

Inspection of Tayyibah Girls' School

88 Filey Avenue, Stamford Hill, London N16 6JJ

Inspection dates: 8 to 10 March 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate
Does the school meet the independent school standards?	Yes

What is it like to attend this school?

Pupils at Tayyibah are prepared well for their future. They are given the tools with which to make sense of the world and to learn. For example, pupils gain the literacy and numeracy knowledge they need to tackle increasingly difficult work. Pupils are encouraged to be active members of society and make a difference. This is because leaders, trustees and staff create a particularly positive culture where respect for others and strong professional relationships are valued.

The work pupils do in personal, social, citizenship and health education (PSCHE) lessons encourages them to be outward looking. It also supports their development as responsible, mature young people. The recent assembly linking International Women's Day to aid for women demonstrated this admirably. Opportunities for pupils to take responsibility, such as prefects and school counsellors, also contribute to leaders' work to build pupils' character.

Pupils' behaviour is top-notch. Their highly positive attitudes contribute strongly to their learning. Lessons are rarely, if ever, disrupted by poor behaviour. Pupils said that bullying is simply not tolerated and does not happen. Pupils trust their teachers to keep them safe and help them when they are worried about something. Staff deal well with any concerns that arise.

What does the school do well and what does it need to do better?

Leaders and trustees have improved the school since the last inspection. They have tackled the weaknesses and the curriculum has been upgraded to better meet pupils' needs. For example, in mathematics, leaders have identified where the curriculum has not been organised to maximise pupils' learning. This is helping staff to ensure that curriculum plans are more tightly structured. In English, in Years 7 to 11, the range of books that pupils study has been widened. Leaders have also thought about how best to help pupils remember what they have learned in this subject. For example, staff make a point of repeating previous work to help it stick in pupils' memory. This enables pupils to build their learning in a logical way.

Pupils in Years 1 and 2 learn how to read well. As they move up the school, pupils become increasingly accurate readers. They are able to use their phonics knowledge to read unfamiliar words. This is because staff use a structured approach to teaching phonics. Additional materials are used to support pupils whose reading is not yet fluent. Pupils are given books to read that match the sounds they are learning in their phonics work. As pupils move through Years 2, 3 and 4, their reading becomes progressively more fluent and accurate. They read books regularly and staff make sure that these books are suitable to pupils' age and stage of reading. As a result, pupils' reading improves noticeably as they get older and move into Year 6.

In Years 7 to 11, pupils experience a range of subjects that is generally broad and ambitious. Subjects are planned to enable pupils to build on previous learning and

deepen their knowledge and skills. For example, the mathematics curriculum in Years 7 to 9 includes the essential knowledge pupils need for Years 10 and 11. Teachers use assessment well to check pupils' understanding. Where pupils have not grasped an idea securely, teachers revisit the topic to ensure that all understand the essential principles. As a result, pupils' learning in mathematics is strong.

Appropriate adaptations are made to ensure that pupils with special educational needs and/or disabilities are able to strive for the same high standards as their peers. These pupils' needs are identified accurately.

Other subjects are usually planned to ensure that pupils learn the essential knowledge they need for future learning. For example, in PSICHE, the work is sequenced so that pupils can make sense of historical events and how they connect. While teachers are often subject experts, in some cases, their knowledge of different approaches to learning is less strong, including, for example, how to embed learning in pupils' long-term memory. In some subjects, pupils' work is not structured as logically as it could be. Pupils increase their knowledge and skills over time. However, they could do even better with greater clarity about what pupils need to learn and by when. Leaders recognise that giving teachers the opportunity to develop their teaching skills is important. They have started to make links with other schools. Nevertheless, the school lacks a clear professional development plan that focuses sharply on learning.

Pupils' excellent behaviour and attitudes to school have a deep impact on their learning. They are fully focused in classrooms and highly motivated. Pupils listen attentively to their teachers and work hard. No time is wasted in lessons. Their behaviour out of lessons is just as strong. As a result, there is an overriding atmosphere of calm and purposeful endeavour.

Leaders provide pupils with a range of opportunities that broaden their experiences. For example, pupils in Year 11 act as prefects. As part of the Islam and citizenship curriculum, they raise money for a women's charity. Pupils vote for membership of the school council and there are events such as multi-cultural day and a physical education 30-day challenge. Leaders are sensibly considering additional activities, for example the Duke of Edinburgh's Award scheme, to wider pupils' experiences further. The curriculum for PSICHE incorporates the statutory requirements for relationships, sex and health education in full.

Starting in the primary phase, pupils receive appropriate information to support them to make choices about their future education, employment or training.

Effective oversight, challenge and support from the proprietor body have made sure that the school meets the requirements of the independent school standards. The school also complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have clear procedures for making sure that pupils are cared for properly, and kept healthy and safe. All staff know the signs that a pupil may be experiencing anxiety and know what action to take if they are concerned. Any concerns are carefully recorded and followed up, often through the school's helpful links with local authorities. Timely referrals to social services or the local health care team help to ensure that pupils get appropriate help.

Staff receive regular training on safeguarding issues, including radicalisation and extremism, domestic violence, and female genital mutilation. This means that staff can be alert to signs that a pupil may be at risk.

The PSCH programme encourages pupils to keep themselves safe. They know about online safety, mental health issues and how to keep physically fit. Pupils said that they feel safe at school.

The school's safeguarding policy is published on its website. It is updated regularly to take account of current government guidance.

What does the school need to do to improve (Information for the school and proprietor)

- While teachers are often subject experts, their knowledge of different approaches to learning is not as strong. This results in a lack of clarity in some subjects about the intent of the curriculum, its content and end points. Leaders need to ensure that there is clarity about all of the essential content of the curriculum. They need to identify exactly what they expect pupils to have learned by certain points, for example by the end of Year 6 or Year 9.
- The school lacks a clear professional development plan that is focused on enabling teachers to develop their understanding of how pupils learn. This is especially so in working to embed learning in pupils' long-term memory in all subjects. Leaders recognise that giving teachers the opportunity to develop their teaching skills is important. They need to ensure that this vision is translated into action.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	100300
DfE registration number	204/6388
Local authority	Hackney
Inspection number	10210749
Type of school	Other independent school
School category	Independent school
Age range of pupils	4 to 18
Gender of pupils	Girls
Number of pupils on the school roll	176
Number of part-time pupils	0
Proprietor	Tayyibah Educational Trust
Chair	Abdul Satar Said
Headteacher	Nahida Qureshi
Annual fees (day pupils)	£3240
Telephone number	020 8880 0085
Website	http://tayyibah.org.uk/
Email address	admin@tayyibah.org.uk
Dates of previous inspection	29 to 31 January 2019

Information about this school

- Tayyibah Girls' School is an independent Muslim school for girls aged between four and 18. It is situated in Stamford Hill, in the London Borough of Hackney.
- The school is registered to admit up to 259 pupils and currently has 177 pupils on its roll. No pupils over the age of 16 are currently on roll.
- The previous standard inspection took place in September 2016, when the school was judged to be inadequate. Progress monitoring inspections took place in June 2017, March 2018 and July 2018.
- A small number of pupils have an education, health and care plan.
- No pupils attend off-site provision.

Information about this inspection

- Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.
- During the inspection, inspectors spoke with pupils about school life. They also spoke with the proprietor, staff and parents.
- There were 11 responses to Parent View, Ofsted's online questionnaire, and seven written comments from parents. There were seven responses to the online survey for staff and 30 to the pupils' survey.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, English in Years 7 to 11, and PSHE. Other subjects were also considered, including history and science. Inspectors met with subject leaders, visited lessons, and spoke to teachers, and to pupils about their learning.
- During the inspection, inspectors reviewed a range of documentation, including curriculum plans. They also looked at the safeguarding and child protection policy and procedures, records of behaviour and attendance, and other information provided by school leaders.

Inspection team

Brian Oppenheim, lead inspector

Her Majesty's Inspector

Alison Moore

Ofsted Inspector

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