

Inspection of Islamic Tarbiyyah Preparatory School

Ambler Street, Bradford, West Yorkshire BD8 8AW

Inspection dates: 19 to 21 September 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Early years provision

Inadequate

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

No

What is it like to attend this school?

This school does not place sufficient focus on preparing pupils for life in modern Britain. The school does not plan for important teaching about relationships, British values and equality sufficiently well to ensure that pupils learn at an age-appropriate level. At the time of the inspection, the proprietor body did not have a system in place to ensure that the independent school standards are met consistently.

The school is proud of its Islamic faith teaching and ethos. The proprietor and school leaders have high expectations for the achievement of all pupils. However, the school's practice of segregating staff according to gender limits information sharing about pupils' learning. This is preventing the development of a cohesive, progressive curriculum. The school's curriculum is poorly planned in all subjects. It does not enable pupils to build on prior learning.

Pupils are polite and well mannered. In lessons, staff do not tolerate low-level disruptive behaviour, such as shouting out. Pupils follow instructions well. However, on occasions, they do not demonstrate self-motivation for learning. At playtimes, boys' behaviour is often boisterous. Boys dominate the limited space available in the playground.

Pupils who shared their views report that they are happy at school. However, during the inspection, some pupils were apprehensive about voicing concerns. Pupils were uncomfortable discussing any behaviour incidents that happen in the school. Pupils say that bullying does not happen here. At the time of the inspection, the school had no records of behaviour incidents or any sanctions imposed in line with the behaviour policy.

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

The school's proprietor body is passionate about the importance of the school's Islamic ethos. Pupils are taught about respect and tolerance linked to Islamic teaching. Pupils and adults are polite and courteous to each other. However, the school does not provide pupils with wider opportunities to learn about tolerance and respect for different relationships, faiths or cultures. The school has not held consultations with parents regarding statutory guidance for the teaching of certain aspects of relationships education. Therefore, some of part 2 of the independent school standards, linked to the spiritual, moral, social and cultural development of pupils, is not met.

The school's practice of segregating staff according to gender is extended to Year 6 pupils at unstructured times of the school day. Stereotypes linked to girls being emotionally weaker than boys are not challenged. Equality is only taught through the lens of Islamic values. When speaking with inspectors, pupils explained that in Year 6, boys and girls do not have the same options available to them in school. For example, during extended periods of social time, older girls are unable to access the same games and play opportunities as boys. During these periods of time, female

pupils help the female staff with the youngest pupils, while male pupils play sports. This does not support pupils' understanding that aspirations and interests are not limited by gender.

The proprietor has ensured that there is a curriculum in place for learning in some subjects, but this is disjointed. Learning does not build from key stage 1 to key stage 2. As the male and female staff are segregated, important information about what children have learned in the early years and Year 1 is not shared with staff who teach pupils in Year 2. The knowledge that pupils have learned by the end of Year 1 is not built on to secure new learning when pupils move into Year 2 and then into key stage 2. Inspectors saw an example of this in the reading curriculum. Pupils begin to learn to decode words and blend sounds in phonics lessons during the first two years of school. However, when they move into Year 2, they are taught to read unknown words using a different approach. This impacts negatively on pupils' confidence, achievement and fluency in reading.

The school has not developed the curriculum well in other important areas. For example, the school has not implemented a curriculum which enables all pupils to have a wide variety of experiences in technological education. Pupils in Year 6 have experienced some food technology lessons. However, important messages, such as how to stay safe online, are only taught in whole-school assemblies. Pupils do not receive age-appropriate information in lessons about the risks that they may face in the virtual world. Pupils do not have access to computers in school. In many subjects, such as physical education, learning is not planned to build over time. The school is utilising a range of disconnected curriculum resources from the early years to Year 6. Staff have not had subject-specific training to ensure that they can support children and pupils to build on what they know so that they learn effectively.

Staff in the early years and Year 1 support children's reading development using elements of different phonics programmes. While aspects of these programmes are used well to support children to hear and blend sounds in words, currently, phonics is not delivered with fidelity to one approach. Some approaches used distract pupils from learning to read. This prevents some pupils from learning to crack the phonics code quickly. When pupils move to Year 2, they no longer learn to read using any kind of phonics approach. Pupils move on to reading books which contain words that cannot be decoded. This slows pupils' learning further. Staff do not sufficiently support pupils who find learning to read tricky to gain the knowledge and skills that they need to become confident and fluent readers.

The proprietor body and school leaders say that there are no pupils with special educational needs and/or disabilities (SEND) attending the school. Therefore, there are no personalised learning plans for pupils who may be finding learning difficult. Staff have not received any training to support them to identify any pupils with SEND. However, there are pupils in different classes who are finding learning challenging. These pupils are supported by adults in small groups or on an individual basis in lessons.

Children in the early years are well cared for. Staff are knowledgeable about child development. They use this knowledge to plan activities which interest children. However, the curriculum has limited ambition and structure. It is not planned and sequenced across all the areas of learning. It does not ensure that children are ready for Year 1. Children are not well prepared for the next stage of their learning.

The school's curriculum to support pupils' personal development is at the earliest stages of implementation. Some pupils show understanding of how to keep healthy and active. They understand the importance of being kind. However, pupils do not have sufficient opportunities to learn about different faiths beyond the teaching of Islam or learn about different cultures. Some pupils have a limited understanding of what differences in faiths and cultures may look like in wider society.

Important learning about areas such as fundamental British values are not taught to all pupils at an age-appropriate level. Pupils do not have the opportunity to openly discuss their thoughts or ideas. The school does not enhance the curriculum offer for pupils through educational visits into the wider community. Pupils do not receive a wide, rich set of experiences through which their extended interests and talents can be developed. Girls say that they are treated differently from boys. Female pupils in Year 6 are unable to access the shared space with male pupils at lunchtime and during afternoon breaks. This prevents them accessing the same games as boys at lunchtimes and playtimes.

The proprietor body has not consulted with parents regarding the teaching of relationships education. This prevents the school from meeting the independent school standards relating to this area. Further independent school standards relating to the welfare, health and safety of pupils, the management of risk and the management of complaints are also unmet. There is no accessibility plan for pupils with SEND. Policies relating to health and safety management are not kept up to date or implemented consistently. The school does not have a risk assessment policy or procedures in place for pupils' movement between sites to ensure pupils can access the medical room safely. While the complaints policy is fit for purpose, the school does not consistently follow this. There is a lack of formality in complaint record-keeping.

The proprietor body has not addressed areas for improvement identified in the 2019 inspection, such as improving the outside provision for early years children. Independent school standards in part 1, part 2 and part 8 that were unmet in the 2017 school inspection were again found not to be met during this inspection.

While the school undoubtedly has the support of parents, at times, decisions are made which do not take account of pupils' needs. The school has recently introduced a system to support the proprietor body with school improvement. However, there is a lack of monitoring how policies are developed and implemented. The proprietor body cannot demonstrate how it will address the changes that the school needs to make in order that improvements are sustainable and happen at pace.

Safeguarding

The arrangements for safeguarding are effective.

While pupils are at not risk of immediate harm, the school's proprietor body has not ensured that there is a robust culture of safeguarding. Staff have not received sufficient, statutory training to enable them to identify and support pupils who may need help. Systems to record concerns lack precision. The proprietor body is aware of the urgent improvements that are needed. It began to rectify some of these errors during the inspection.

What does the school need to do to improve?

(Information for the school and proprietor)

- The culture for safeguarding in the school is not sufficiently robust. This means that while no pupils are at immediate risk of harm, staff do not have sufficient knowledge of safeguarding systems and practices to ensure that pupils are safe and well cared for. The school must improve systems and ensure that all staff are trained to understand and report any concerns about pupils' safety.
- The proprietor body has not implemented a secure system for the recording of safeguarding or behaviour incidents. This means that there are no records of concerns which would enable leaders to ensure pupils' behaviour or worries are understood. The school must introduce systems that record any incidents or concerns in the school and enable staff to support pupils effectively.
- The curriculum is not coherently planned and sequenced. It does not consider pupils starting points. The curriculum does not identify the important knowledge and concepts that pupils should learn or the order in which this needs to be taught. As a result, teachers are not able to plan sequences of lessons that enable pupils to secure key knowledge. The school must ensure that the curriculum contains sufficient detail, in every subject, to support staff to plan lessons that help pupils to build on prior learning.
- Teachers' subject knowledge across the curriculum is poor. This means that teachers are unclear about important learning and plan lessons which do not help pupils to know and remember more. The school should ensure that all teachers have the necessary foundational knowledge and skills to ensure that all subjects are taught well from the early years through to Year 6.
- The school has not created a coherent, progressive curriculum for the early years. This means that staff do not have the necessary thinking in place to organise the learning offer for children across all areas of provision through Nursery and into Reception. The school needs to establish a clear and coherent curriculum offer that begins in the early years and ensures pupils are ready to learn in Year 1 and beyond.
- The school does not have a systematic approach to teaching phonics. Pupils are not able to build on their prior phonics knowledge as they move into Year 2. The school should develop a cohesive approach to teaching pupils how to read. They

must then ensure that this is delivered with fidelity from Reception and across all year groups, building on what pupils know and remember.

- Currently, the school does not identify pupils with SEND. This means that some pupils do not gain sufficient help to access learning. The school should ensure that staff have the knowledge and skills to identify pupils' needs and adapt the learning offer to meet these.
- The school has not taken the required action regarding the statutory guidance for the teaching of relationships education in primary schools. Parents have not been consulted on the teaching of some areas of relationships within the Islamic faith. The school should seek to rectify this through discussion with parents of pupils in the school.
- Pupils have limited opportunities to learn about important concepts such as the safe use of technology. They do not learn about different faiths and cultures. This results in pupils being unprepared for life in modern Britain. The school needs to ensure that they implement a well-planned and progressive personal, social and health education curriculum to support pupils' wider personal development.
- The proprietor body does not have a system in place to ensure that the independent school standards are met consistently. The school is still not meeting the independent school standards that were unmet in the July 2017 inspection and has not successfully acted upon the areas for improvement that were noted in the February 2019 inspection. The proprietor body needs to establish a robust process through which it can be assured that all the independent school standards are consistently met.

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.

School details

Unique reference number	133453
DfE registration number	380/6113
Local authority	Bradford
Inspection number	10286404
Type of school	Other independent school
School category	Independent day school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	184
Number of part-time pupils	0
Proprietor	Islamic Tarbiyyah Centre Community Interest Company
Chair	Shakil Nawaz
Headteacher	Shakil Nawaz
Annual fees (day pupils)	£1,700
Telephone number	01274490462
Website	None
Email address	shakil.nawaz@virginmedia.com
Date of previous inspection	26 to 28 February 2019

Information about this school

- Prior to the inspection, the school was granted a material change to its registration. The proprietor body is now The Islamic Tarbiyyah Community Interest Company. The school has increased its admission number to 225 pupils aged between three and 11 years old. This application was granted by the Department for Education on 13 September 2023.
- At the time of this inspection, there were 184 pupils on roll.
- The school operates on two sites within close proximity to each other. At the time of the inspection, the early years provision and Year 1 pupils were taught in the main building by the female teachers and Year 2, Year 3 and Year 6 pupils were taught in a separate part of the building by male teachers. Year 4 and Year 5 pupils were taught on the second school site.
- At the time of the inspection, the school was operating the practice of separating Year 6 pupils by gender at some unstructured times of the school day. Inspectors considered whether the separation by sex could constitute a breach under the Equality Act 2010. Inspectors concluded that at the time of the on-site inspection, there was insufficient evidence to show a detriment to pupils.
- The school segregates staff by gender.
- The school has a Nursery provision for three-year-old children.
- The school does not use any alternative provision.
- This is an Islamic faith school.

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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, meetings were held with the headteacher, who is also on the proprietor body of the school, and the deputy headteacher. Inspectors also met with the early years leader, subject leaders and the designated safeguarding lead.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and personal, social, health and emotional education. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at curriculum plans, policies and other documentation regarding the curriculum.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- To check compliance with the independent school standards, the inspectors reviewed records linked to the spiritual, moral, social and cultural development of pupils and the welfare, health and safety of pupils, along with any complaints held about the school and other record-keeping systems.
- Due to the Islamic faith teaching in the school, inspectors were asked not to ask pupils questions relating to lesbian, gay, bisexual, queer or transsexual awareness.

Inspection team

Andrea Batley, lead inspector

His Majesty's Inspector

Philippa Kermotschuk

His Majesty's Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and

- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(a) 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;
 - 2(2)(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

- 2A(1) The standard in this paragraph is met if the proprietor-
 - 2A(1)(a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education,
 - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,
 - 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
 - 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
 - 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) 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;

- 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
- 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
- 3(f) utilises effectively classroom resources of a good quality, quantity and range;
- 3(g) demonstrates that 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 progress;
- 3(i) 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; and

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-
 - 5(a) 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;
 - 5(b) ensures that principles are actively promoted which-
 - 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
 - 5(b)(vii) 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;
 - 5(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
 - 5(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils-
 - 5(d)(i) while they are in attendance at the school,

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and

- 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that-
 - 9(b) the policy is implemented effectively; and
 - 9(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.
- 16 The standard in this paragraph is met if the proprietor ensures that-
 - 16(a) 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
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 5. Premises of and accommodation at schools

- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including-
 - 24(1)(a) accommodation for the medical examination and treatment of pupils;
 - 24(1)(b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and

Part 7. Manner in which complaints are handled

- 33 The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which-
 - 33(i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is-
 - 33(i)(ii) available for inspection on the school premises by the proprietor and the head teacher;
 - 33(j) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and-
 - 33(j)(i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and
 - 33(j)(ii) action taken by the school as a result of those complaints (regardless of whether they are upheld); and
 - 33(k) provides that correspondence, statements and records relating to individual complaints are to be 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.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

Schedule 10 of the Equality Act 2010

The school does not have an accessibility plan and arrangements have not been made to meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

The Office for Standards in Education, Children’s Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children’s social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children’s services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023