

Islamic Tarbiyyah Preparatory School

Ambler Street, Bradford, West Yorkshire BD8 8AW

Inspection date

26 November 2024

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1) to 2(1)(b)(i), 2(2), 2(2)(a), 2(2)(f), 2(2)(h), 2(2)(i)

- At the previous inspection, inspectors found that the curriculum was not cohesively planned to meet the needs of all pupils. The school did not consider pupils' individual starting points. It did not ensure that the curriculum was well sequenced so that pupils could build their knowledge in a logical way. The school's curriculum did not include any aspect of technological education. It also did not prepare pupils fully for life in modern Britain.
- The school proposed to address this by reviewing its curriculum policy and developing its curriculum plans. It intended to purchase a Department for Education (DfE) validated phonics programme and review its personal, social, health and economic (PSHE) programme. It also intended to include information technology in the school curriculum and develop its early years outdoor provision.
- The school has made some progress towards meeting these previously unmet requirements of the independent school standards ('the standards'). Information technology is now part of the curriculum. A DfE validated phonics programme has been purchased and is being implemented. The early years curriculum has been enhanced through development of the outdoor provision. A new PSHE programme has also been adopted.
- However, the school's curriculum plans and schemes of work still do not take into account pupils' different aptitudes and needs, including special educational needs and/or disabilities (SEND). The school is not providing teachers with the information they need to meet the needs and aptitudes of all pupils effectively. Although the school has adopted a new PSHE programme, it does not teach pupils about different types of families.
- The school continues not to meet all of the requirements of the standards in these paragraphs.

Paragraphs 2A(1), 2A(1)(a), 2A(1)(d) to 2A(1)(g)

- At the time of the previous inspection, the school was not complying with the statutory guidance for relationships education. The school did not have a written policy and it had not consulted with parents and carers about this policy. Pupils were not taught the statutory content for relationships education.
- The school proposed to address this by consulting with parents and revising and publishing a relationships policy, which would be available on request to parents. It also intended to review the relationships content in its PSHE programme.
- The school has now consulted with parents about its provision for relationships education. It has produced a written Relationships and Sex Education (RSE) policy, which is available on request to parents. It has also adopted a new PSHE programme. However, the school still does not teach pupils about different kinds of families. It still does not meet the statutory guidance with regard to relationships education.
- The school continues not to meet all of the requirements of the standards in these paragraphs.

Paragraphs 3 to 3(g), 3(i)

- At the previous inspection, inspectors found that weaknesses in the curriculum meant that some pupils did not make good progress or secure key knowledge. Teachers' subject knowledge was not secure. The school had not ensured that teaching took into account pupils' different needs and aptitudes. It had not established a framework for assessing pupils' work regularly. Pupils had limited opportunities to experience teaching about fundamental British values.
- The school proposed to address this by training subject leaders so that they, in turn, could train staff in the effective teaching of all subjects. It also proposed to establish an assessment framework and provide staff with training on the use of this framework. It intended that this training would enable staff to use assessment information to inform their teaching.
- The school has provided training for staff with regard to teaching and assessment. Teachers demonstrate secure subject knowledge. They present new information clearly and use questioning well to consolidate and extend pupils' learning. Teachers assess pupils' work regularly and this informs their teaching. The school has ensured that teaching at the school is informed by fundamental British values. However, teaching still does not take into account pupils' individual needs and aptitudes well enough. This is largely owing to the school not ensuring that its curriculum plans and schemes of work take into account pupils' needs and aptitudes.
- The school continues not to meet all of the requirements of the standards in these paragraphs.
- In summary, the school continues not to meet all of the requirements of the standards in this part.

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

Paragraphs 5 to 5(b), 5(b)(iv) to 5(d)(i)

- At the previous inspection, the school did not fully consider pupils' spiritual, moral, social and cultural (SMSC) development. Pupils had limited opportunities to learn about

different world faiths and cultures, fundamental British values and protected characteristics. The inspectors also gathered evidence of some partisan political views.

- The school proposed to address this by developing its PSHE programme to strengthen SMSC provision for pupils. It intended to arrange visits from public institutions and visits to different places of worship. It also intended to incorporate festivals and celebrations from a variety of faiths into the school calendar. With regard to partisan political views, the school proposed to provide staff with appropriate training.
- The school has adopted a new PSHE curriculum that provides pupils with greater knowledge and understanding of public institutions and different faiths and cultures. Pupils demonstrate a knowledge of other religions and of important public institutions such as the Houses of Parliament. However, pupils do not possess sufficient age-appropriate knowledge about the protected characteristics. The school does not teach pupils about the protected characteristics in an explicit enough way. With regard to political partisanship, the school has ensured that no partisan political views are promoted in the teaching of any subject.
- The school continues not to meet all of the requirements of the standards in this part.

Part 3. Welfare, health and safety of pupils

Part 6. Provision of information

Paragraphs 7 to 7(b), 16 to 16(b), 32(1)(c)

- The school makes its safeguarding policy available to parents on request. The school's safeguarding policy is informed by the relevant statutory guidance.
- At the previous inspection, inspectors found that the school did not have a robust culture of safeguarding. The school did not provide staff with sufficient safeguarding training. There were no systems for recording safeguarding concerns. The school had not completed relevant or appropriate risk assessments.
- The school proposed to address this by reviewing its existing safeguarding and risk assessment policies and procedures. It intended to provide staff with safeguarding training from an appropriate external agency. It intended to implement an effective system of recording safeguarding concerns. The school also intended to provide staff with training on the completion of risk assessments.
- The school has provided staff with some safeguarding training, led by the school's safeguarding leads. Staff also have access to online training from an external agency. The school has introduced a reporting procedure for low-level concerns. It has completed relevant and appropriate risk assessments to help pupils keep safe.
- However, as at the time of the previous inspection, the school does not have a strong enough culture of safeguarding. Staff training is not systematic or rigorous enough. School leaders are not sufficiently aware of their statutory responsibilities with regard to safeguarding. Staff are not sufficiently aware of their statutory responsibilities with regard to reporting safeguarding concerns, including about members of staff.
- The school continues not to meet all of the requirements of these standards in these paragraphs.

Paragraphs 9, 9(b), 9(c)

- At the previous inspection, the school did not have a system for recording incidents of serious misbehaviour, including the sanctions imposed on pupils for such misbehaviour.
- The school proposed to address this by ensuring that staff implemented the school's behaviour policy. It intended to record incidents of serious misbehaviour.
- The school has now established a system for recording incidents of serious misbehaviour.
- The school now meets all of the requirements of this standard in these paragraphs.
- However, the school continues not to meet all of the requirements of the standards in this part.

Part 5. Premises of and accommodation at schools

Paragraphs 24 to 24(1)(b)

- At the previous inspection, there was only accommodation for the medical examination and treatment of pupils on one of the school's two sites. The school's two sites were on opposite sides of the same road. There was not a risk assessment in place to ensure the safety of pupils moving between the two sites to access medical care.
- The school proposed to address this by establishing accommodation for the medical examination and treatment of pupils on both school sites.
- The school has now established accommodation for the medical examination and treatment of pupils on the school site where previously no such accommodation existed. This accommodation has washing facilities and is close to a toilet. The school now operates only from this site.
- The school now meets all of the requirements of the standards in this part.

Part 7. Manner in which complaints are handled

Paragraphs 33, 33(i), 33(i)(ii) to 33(k)

- At the previous inspection, the school's complaints procedure did not allow for the appropriate recording and communication of information regarding complaints.
- The school proposed to address this by reviewing its complaints procedure. It intended to ensure that it kept a written record of all complaints and provided relevant individuals with a written record of a panel's findings and recommendations.
- The school has now established a rigorous and appropriate complaints procedure. The school's procedure ensures that it keeps a written record of all complaints and provides relevant individuals with a written record of a panel's findings and recommendations.
- The school now meets all of the requirements of the standards in this part.

Part 8. Quality of leadership in and management of schools

Paragraphs 34 to 34(1)(c)

- At the previous inspection, several standards were unmet. The proprietor body did not exercise sufficient oversight of the school's provision. It did not ensure that those responsible for leadership and management at the school possessed the requisite knowledge to fulfil their responsibilities effectively.

- The school proposed to address this by reviewing the school's leadership structure to ensure that there were appropriately qualified and experienced leaders in post. It intended to communicate its action plan, submitted to the DFE, with staff. It intended to implement regular meetings with staff and subject leaders.
- The school has acted with appropriate urgency and rigour to address the unmet standards from the previous inspection in parts 5 and 7. It has also improved the quality of teaching and developed some aspects of the curriculum. However, there are several standards that remain unmet in parts 1, 2 and 3. Significantly, the school's culture of safeguarding is still not strong enough; the school's curriculum is still not planned with a view to meet different pupils' needs and aptitudes; and the school still does not meet statutory guidance with regard to relationships education.
- The school continues not to meet all of the requirements of the standards in this part.

Statutory requirements of the Early Years Foundation Stage

- At this inspection, the school did not meet the statutory welfare and safeguarding requirements of the early years foundation stage (EYFS).
- The school does not have a strong enough safeguarding culture. This applies to the early years as well as to the other phases of the school.
- These requirements were met at the previous inspection.
- The school does not meet all of the statutory requirements of the EYFS.

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, as set out in the annex of this report. 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.

School details

Unique reference number	133453
DfE registration number	380/6113
Inspection number	10365614

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	175
Number of part-time pupils	0
Proprietor	Islamic Tarbiyyah Centre Community Interest Company
Chair	Shakil Nawaz
Headteacher	Shakil Nawaz
Annual fees (day pupils)	£1,750
Telephone number	01274 490 462
Website	None
Email address	shakil.nawaz@virginmedia.com
Dates of previous standard inspection	19 to 21 September 2023

Information about this school

- The school's previous standard inspection took place on 19 to 21 September 2023.
- The school uses no providers of alternative provision.
- The school operates from one site on Ambler Street, Bradford, West Yorkshire BD8 8AW.
- The school has a Muslim religious ethos.
- The school is registered to admit 225 pupils.
- At the time of this inspection, the school did not have any three-year-old children on the school roll.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The school's previous inspection, at which the school was judged not to comply with the independent school standards, was a standard inspection and took place on 19 to 21 September 2023.
- This was the school's first progress monitoring inspection since the standard inspection in September 2023.
- The DfE required the school to prepare an action plan. This was a statutory requirement.
- Ofsted evaluated the school's action plan on 3 July 2024.
- The DfE rejected the school's action plan.
- This progress monitoring inspection was conducted without notice.
- To check compliance with the independent school standards, the inspector met with the chair of the proprietor body, who is also the headteacher. The inspector met with other staff, including the early years manager and the school's designated safeguarding lead.
- The inspector scrutinised a range of school documents, including curriculum plans and schemes of work for all subjects. The inspector also visited lessons, sampled pupils' work and spoke with pupils.
- The inspection also considered the school's single central register of pre-employment checks and whether the school's safeguarding policy is available to parents and carers. These requirements of the independent school standards are met.

Inspection team

Ian Rawstone, lead inspector

His Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met at this inspection

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 subparagraph (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)(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,
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 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.

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(b) ensures that principles are actively promoted which-
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

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.
- 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.

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.

Standards that were met at the previous inspection, but are now judged to not be met at this inspection

Early Years Foundation Stage

- Safeguarding and welfare requirements.
- The school does not meet paragraph 3.24 of the Early Years Foundation Stage safeguarding and welfare requirements. This paragraph pertains to safeguarding training of staff.

The school now meets the following requirements of the independent school standards

Part 1. Quality of education provided

- 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;
- 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(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(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.

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

- 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)(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)(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

- 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(b) appropriate action is taken to reduce risks that are identified.

Part 5. Premises 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.

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.

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Store Street
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