

Islamic Tarbiyah Preparatory School

Independent School

Inspection report

DCSF Registration Number	3806113
Unique Reference Number	133453
Inspection number	316840
Inspection dates	12-13 March 2008
Reporting inspector	Sheelagh Barnes

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

Islamic Tarbiyah is a co-educational preparatory day school for pupils from four to 11. It opened in May 2001. The school has an Islamic ethos and occupies a listed building in the Manningham area of Bradford, in Yorkshire. The 122 boys and girls are mainly from homes locally. Few of the pupils require extra support with their learning and none has a statement of special educational need. The school ethos focuses firmly on traditional Islamic values, within a well-ordered and caring environment. This ethos is reflected in the school's stated aims which include;

'To provide a solid education without compromising in the commands of Allah (Glory be to him) as explained by his prophet Muhammed (Peace be upon him). To reinforce and incorporate Islamic etiquettes and values throughout the school day. To teach respect for/of all living creatures and environment.' This is the school's first inspection.

Evaluation of the school

This is a good school. The quality of education provided is good. The quality of teaching is consistently good, particularly in the core subjects of English and mathematics and as a result, pupils make good progress. The school benefits from staff who are dedicated, enthusiastic and work with a consistent approach. This has a positive impact on the progress pupils make, both in their academic and personal development. Pupils respond to the high expectations of all staff with outstandingly good behaviour. The quality of care is satisfactory. All but one of the regulations for independent schools are met.

Quality of education

The quality of education is good and is effective in meeting the school's aims. The curriculum is satisfactory. There is a satisfactory curriculum policy, which sets out clear objectives for learning, backed by sound schemes of work. National Curriculum guidelines form the basis of the school's planning. There is an appropriately strong emphasis on the development of basic skills in literacy and numeracy, particularly reading and writing. Information and communication technology is offered to pupils in Year 5 and Year 6 which effectively improves their skills across the curriculum. Arts and crafts provide pupils with good opportunities to develop their creative talents. The recent addition of geography and history to the school's curriculum helps pupils to broaden their horizon. There is good provision for

Islamic studies, Arabic and Urdu. The Islamic studies include beliefs, practice, moral teachings, Islamic history and Qur'an, through the medium of English. The school has adopted a good strategy of providing Islamic studies in combination with subjects from the National Curriculum. There are more limited opportunities for physical education both within and outside the school. As a result, games lessons are sometimes taken in the local park. The school is aware that there are too few extra-curricular activities, a concern identified by a minority of parents. This is largely due to time restrictions, as the building is used by other groups once the school day is over. The curriculum and the classrooms are well organised with adequate resources and class time is wisely managed. Pupils are making good progress in their learning for the future.

Teaching and assessment are good. The quality of teachers' planning is good and ensures that pupils make good, steady progress. Teachers are knowledgeable and relationships are good. Staff know pupils very well and so the pupils understand exactly what is expected of them. Pupils are happy at the school and enjoy learning. As a result, in lessons there is an atmosphere of steady concentration and pupils are calm and confident learners. They readily get on with their work and display good attitudes to learning, interpersonal skills and outstanding behaviour. With a good staff-pupil ratio, they are able to receive speedy and regular support when they encounter difficulties and so make good progress. Relationships within the school community are strong and have a significant impact in meeting the pupils' academic and personal needs. All staff have high expectations, which ensure very good behaviour is the norm in lessons. Most lessons involve the teacher speaking to the whole class. While this is clearly beneficial in imparting knowledge and teaching particular skills, pupils have fewer opportunities to take responsibility for their learning, to engage in research and to organise their own learning.

There is no pupil with a statement of special educational need. The needs of pupils who require extra support or who have disabilities are met well and so pupils from all groups make good progress and their economic well-being is satisfactorily promoted.

All six areas for learning for children under five are covered appropriately. However, the main emphasis of their learning is on literacy, numeracy and personal and social development. Currently there is less emphasis on knowledge and understanding of the world, creative and physical development and little opportunity for children in Reception to learn outdoors.

Spiritual, moral, social and cultural development of the pupils

The school's provision for the pupils' spiritual, moral, social and cultural development is good overall. It meets the school's ethos effectively. Pupils' behaviour is outstanding, reflecting the consistently high expectations of all staff. Pupils help and respect each other. They are very polite and considerate to each other. Regular assemblies, a range of activities and prayer sessions which effectively provide pupils with opportunities for their spiritual and moral development. Pupils

have great respect for their teachers and express their affiliation to their school and faith. Personal social and health education is covered in Islamic studies and also offered as a separate subject. Pupils like school and attendance at 95.3 per cent is good. The school provides some educational visits for its pupils, but this provision is limited. Pupils are given suitable information about British public institutions and about other cultures in the curriculum programme. The school enjoys good working relationships with other local institutions and with relevant civic organisations. However, the school's engagement with the wider community is limited. It has plans to extend this social opportunity for its pupils, which will enable them to further enrich their knowledge of others in the community. Opportunities for older pupils to take responsibility at a whole school level, or to take part in decision making, such as organising their own charitable collections, are limited.

Welfare, health and safety of the pupils

The provision for pupils' welfare, health and safety is satisfactory. Pupils feel safe and they are well cared for. The school has implemented all aspects of the latest guidance related to safeguarding of pupils. It has a suitable anti-bullying policy which is effectively implemented through different preventative measures. There is a very effective policy to promote good behaviour amongst pupils. Pupils feel safe and secure in the school. There is an appropriate child protection policy and the headteacher is the nominated child protection officer. Arrangements have been made for updating relevant, appropriate training for named child protection officers and awareness training for other staff. There is a sound health and safety policy and the relevant checks are made. The school has suitable procedures to ensure that risks to pupils are minimised on school outing activities. Checks such as fire safety checks and fire drills are conducted regularly and recorded efficiently. There is a satisfactory first aid policy and two teachers have received appropriate training. Pupils feel that the school helps them make sensible choices about healthy food. Sound procedures for recording absence and punctuality are in place. The electronic admission register and attendance registers are maintained correctly. The school complies with the Disability Discrimination Act 2002, by providing a three year plan.

Suitability of the proprietor and staff

The school checks all staff appropriately to ensure their suitability to work with children, and keeps a single central register of staff as required.

School's premises and accommodation

The premises and accommodation enable safe and effective learning for the pupils. The school has used the space available well to provide good learning environments. The site is undergoing further development and refurbishment. Currently there is limited opportunity for outdoor learning for children in the Reception class. However, the space indoors is appropriate for young children to play and learn. The toilets upstairs have been refurbished to a good standard. The toilets downstairs are basic, but adequate, and due for refurbishment as part of on-going improvements. Currently, the arrangements for pupils who are unwell do not fully meet regulations, as there is no sink or toilet nearby.

Provision of information for parents, carers and others

The school provides a range of clear, accurate and up to date information for parents. In this regard the school has produced a clear prospectus and has established a webpage which provide appropriate information about the school's ethos, curriculum, staffing and all its operating policies. The school sends good quality written reports to parents annually and arranges meetings with parents. The school keeps parents well informed about their children's attainment and progress.

Procedures for handling complaints

The school has a clear policy, which sets out procedures for complaints. The policy includes responsibilities for dealing with complaints and is clearly displayed for all to see. Its procedures fully meet the requirements

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of the premises and accommodation (standard 5) and must:

- provide appropriate facilities for pupils who are ill, in accordance with the Education (School Premises) Regulations 1999 (paragraph 5 (l))

What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- extend opportunities for extra curricular enrichment and engagement with the local community
- develop opportunities for pupils to take responsibility and be involved in decision making, including in their own learning
- increase opportunities for outdoor and physical learning for children under five.

School details

Name of school	Islamic Tarbiyah Preparatory School		
DCSF number	3806113		
Unique reference number	133453		
Type of school	Preparatory		
Status	Independent		
Date school opened	23/05/2001		
Age range of pupils	4-11		
Gender of pupils	mixed		
Number on roll (full-time pupils)	Boys: 64	Girls: 58	Total: 122
Number of boarders	Boys: N/A	Girls: N/A	Total: N/A
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£ 650		
Address of school	Ambler Street Bradford West Yorkshire BD8 8AW		
Telephone number	01274 490462		
Fax number	01274 490462		
Email address	shakeel_nawaz@hotmail.co.uk		
Headteacher	Mr S Nawaz		
Proprietor	Mr S Nawaz		
Reporting inspector	Sheelagh Barnes AI		
Dates of inspection	12-13 March 2008		