

Tarbiyyah Primary School

40 New Heston Road, Hounslow TW5 0LJ

Inspection dates

12–14 March 2019

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
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The proprietor, trustees and leaders have managed the recent move to a new site well. Together, they fulfil their roles effectively and ensure that all the independent school standards are met.
- The recently appointed early years manager provides strong support. She has a thorough understanding of the school's priorities.
- Safeguarding is effective. Leaders work proactively with external agencies.
- Children's spiritual, moral, social and cultural development is underpinned by the school's Islamic ethos. Leaders are committed to helping children learn to become respectful citizens in modern Britain.
- Teachers have good subject knowledge and provide a nurturing environment in which children thrive. As a result, children make good progress across all areas of learning.
- Children attain highly by the time they leave the school. They are well prepared for the next stage of their education in Year 1.
- Children's personal development and welfare are promoted positively through trips to the local area, including public institutions.
- Children are polite and well behaved. They are welcoming of visitors and develop into confident individuals.
- Children enjoy coming to school because of adults' strong support and guidance. As a result, children attend regularly.
- Adults interact positively with children to support their learning. However, adults do not take all learning opportunities to deepen children's learning through questioning and discussion.
- Middle leadership roles are at an early stage of development. Consequently, there are few opportunities to share specialist good practice across the school.

Full report

What does the school need to do to improve further?

- Develop middle leadership, so that good practice is shared across the school.
- Ensure that adults make better use of learning opportunities to deepen children's thinking.

Inspection judgements

Effectiveness of leadership and management

Good

- The proprietor, trustees and leaders have managed the recent move to a new site effectively. They have maintained a good standard of education and successfully refined the school's procedures.
- Leaders ensure that all the independent school standards are met. They check the school's compliance with these standards with rigour, including the purposeful use of external specialists.
- The recently appointed early years manager provides strong guidance. She demonstrates an accurate understanding of the school's priorities and works proactively to improve policies and practice.
- Leaders think carefully about the school's curriculum and promote all areas of learning purposefully. They reflect on how to improve children's experiences by overcoming the limitations of the school site. For example, leaders organised regular opportunities at a local 'play gym' to support children's physical development.
- Children's spiritual, moral, social and cultural development is promoted successfully through the school's Islamic ethos. Children learn about their own faith, and also about cultures and beliefs different from their own. For example, children spoke enthusiastically about visiting a local church.
- Leaders are committed to enabling children to develop as citizens. Children learn about public institutions through trips to museums and the local library, for example. Leaders promote children's understanding of the democratic process through voting for school councillors, who take their roles seriously.
- Leaders work positively with external agencies and the local authority. For example, staff received professional development by working alongside local schools to check the accuracy of their assessments. Furthermore, staff benefited from visiting other early years settings and used this to improve their own planning and curriculum design.
- School leaders fulfil their responsibilities with integrity. However, middle leaders are at an early stage of developing their roles and do not have opportunities to share good practice across the school.

Governance

- The school's trustees are responsible for governance. They provide supportive and knowledgeable guidance and are aspirational for the school to improve. Members of the trust are reflective and have developed their expertise since the previous inspection. For example, they have a good awareness of the independent school standards and check that these are implemented thoroughly.
- Trustees have managed a number of changes successfully since the previous inspection, including the recruitment of a new early years manager. They are 'hands-on', and make sure that the school runs smoothly. For example, trustees have overseen a successful move to a new site and have clear processes in place for maintenance and safety checks.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders take their safeguarding responsibilities seriously. They undertake thorough risk assessments and manage a shared site effectively. Leaders make sure that the school's safeguarding policy reflects the latest statutory guidance and is available on the website for parents and carers.
- Leaders work closely with external agencies. For example, they ensured that details of pupils who came off roll after a recent material change were shared with the local authority. Furthermore, leaders engage positively with local 'Prevent' duty officers; they provide regular training for staff as well as inviting parents to workshops.
- Staff training is up to date and they demonstrate a strong understanding of specific safeguarding areas, including, for example, the risks of female genital mutilation. Staff are vigilant and know how to use external agencies should they have a concern.

Quality of teaching, learning and assessment

Good

- Classrooms are positive learning environments in which adults provide children with great care and direction. Relationships between adults and children are warm and this enables children to grow and learn with confidence. This also helps new children, particularly in Nursery, to settle quickly.
- Teachers have good subject knowledge. They use assessment information about individual children accurately to plan exciting lessons. Children are given opportunities to paint, play, explore and be creative. This helps them develop good learning habits over time.
- Adults provide many opportunities to develop children's speaking and listening skills. Classrooms are typically bustling and busy environments. For example, adults sing rhymes and act out traditional stories, with children joining in enthusiastically. During Arabic lessons, children recite prayers and learn to name objects out loud with confidence.
- In Reception, the teaching of phonics is a strength. Adults build on children's prior learning of letters and sounds skilfully. Teachers use good questioning to check children's knowledge and understanding of segmenting and blending. Lower-attaining children receive focused support that helps them to recognise words and gain early fluency in reading a sentence.
- Adults encourage children's early writing effectively. They build on children's understanding of phonics by helping them to write in full sentences and apply their phonics skills. As a result, children in Reception write with confidence and purpose. Children benefit from many opportunities to write independently. For example, children used a clipboard to write the names of their friends, using their phonics knowledge accurately.
- Teachers use themed learning topics to develop children's interest. For example, as part of the topic 'growing', children grew their own sunflowers and took responsibility for watering them. In Nursery, adults helped children to understand the changes in the seasons through sensory experiences, including smelling fresh flowers and describing

them. As result, children broadened their use of words, including describing the flowers as 'fresh and like strawberries'.

- Adults encourage children to make choices in their learning. As a result, children access different activities independently and thoroughly enjoy their learning. This included, for example, painting, making items with modelling dough and sensibly engaging in the water area. Adults are vigilant and interact positively with children, helping to keep them safe. However, they do not use these opportunities to deepen children's understanding through questioning and discussion, for example.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote children's personal development and welfare is good.
- Children learn to develop independence because of adults' careful guidance. Children make choices in their learning and sensibly move between activities. Adults encourage children to work together on activities. As a result, children develop their interaction skills positively.
- The school's curriculum effectively supports children's development. For example, in Nursery, children reflect thoughtfully when adults check if they have brushed their teeth in the morning. Children learn to appreciate the world around them through trips and projects. For example, children worked with a rabbi from a local faith group to create artwork on the topic of 'peace'. Furthermore, children visited a local war memorial to develop empathy for others.
- Children are expected to take on responsibilities. For example, 'eco-monitors' worked with adults to tidy the local areas. School councillors are encouraged to discuss and listen to their peers' ideas on improving the school.
- Children learn about the importance of keeping safe. For example, as part of their work on 'The Gingerbread Man', children learned about 'stranger danger' from visiting police officers. Parents who spoke to inspectors agreed that their children are well looked after.

Behaviour

- The behaviour of children is good.
- Adults encourage children's good behaviour, underpinned by the school's Islamic ethos. Children take turns and respond positively to adults' guidance to say, 'please' and 'thank you'. Children are welcoming to visitors and inquisitive.
- Children conduct themselves well. They learn to follow routines, including lining up and washing their hands. Adults encourage children to wear aprons, tidy up and look after equipment while taking part in activities. Children use the equipment sensibly and staff are on hand to provide immediate support.
- Children's attendance is broadly average. Leaders work closely with parents to share the importance of coming to school regularly.

Outcomes for pupils

Good

- Children enter early years with attainment that is similar to or below that of children nationally. They make good progress. The proportion of children who attain a good level of development by the end of Reception is above the national average. Children leave early years well prepared for their transition to Year 1.
- Children make very strong progress in their early reading. They gain very strong phonics skills and apply these confidently to their reading. Children typically read sentences with fluency and can blend and segment accurately. They have a strong grasp of reading common words.
- In writing, children's ability by the time they leave early years is well above the expected standard for their age. Children write legibly with good pencil grip. They write most words with accurate use of phonics. Children have high resilience in their writing and readily attempt to write unfamiliar words.
- Children develop strong speaking and listening skills by the end of early years because of adults' positive support. They converse fluently with adults and their peers, taking turns and sharing.
- The lower-attaining children receive strong and focused support. This helps these children to catch up, especially in their phonics. Adults skilfully help these children through good questioning, which takes into account their abilities.
- In Arabic, children learn to name items, including parts of the body and objects. They demonstrate a good understanding of early number and start to identify initial sounds in Arabic. Children learn to recite prayers confidently because of adults' effective guidance.
- Children attain highly across all areas of learning and work creatively. For example, they paint independently and use different media to make models.

School details

Unique reference number	137273
DfE registration number	313/6006
Inspection number	10054299

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 category	Independent school
Age range of pupils	3 to 5
Gender of pupils	Mixed
Number of pupils on the school roll	44
Number of part-time pupils	27
Proprietor	Hardeep Sandhar
Early years manager	Salma Ullah
Annual fees (day pupils)	£3,000
Telephone number	0203 719 8697
Website	www.tarbiyyah.co.uk
Email address	info@tarbiyyah.co.uk
Date of previous inspection	13–15 December 2016

Information about this school

- Tarbiyyah Primary School is an independent Islamic day school registered for a total of 50 children in early years. The school was previously registered to also take children from Years 1 to 6, but this ceased after a material change as a result of moving premises.
- The early years manager was appointed in January 2019.
- The school moved to its current site in October 2018. The premises are shared with others during the day, and at evenings and weekends.
- The school's last full standard inspection was in December 2016. Since then, the school has been subject to an emergency inspection and two progress monitoring inspections. It

met all the standards that were checked during the last progress monitoring inspection in September 2018.

- There are no children with special educational needs and/or disabilities, or an education, health and care plan.

Information about this inspection

- The inspection was carried out with one day's notice.
- Meetings were held with the proprietor, the early years manager and members of staff. Telephone conversations took place with the local 'Prevent' duty officer, the children missing in education officer, the local authority primary adviser and a school improvement partner.
- Inspectors observed learning across early years and scrutinised children's work. An inspector met informally with school councillors.
- Inspectors checked compliance with the independent school standards. They considered a range of documentation, including safeguarding arrangements, risk assessments and fire safety procedures.
- There were no responses to Ofsted's online survey, Parent View. Inspectors considered the views of parents at the end of the school day.

Inspection team

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Her Majesty's Inspector

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