

Inspection of Tarbiyyah Primary School

40 New Heston Road, Hounslow TW5 0LJ

Inspection dates: 30 January to 1 February 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

This is a welcoming, friendly and happy place to be. Pupils are strongly encouraged to develop their personal and social skills. For example, pupils contribute to the local neighbourhood by litter picking in the local park and running an 'eco-refill shop' to provide affordable cleaning products to the local community.

Pupils behave maturely and responsibly. They take pride in helping each other to understand the conduct that is expected. For example, older pupils naturally advise those younger how to look after their belongings and how to line up in an orderly manner. Pupils are happy and safe here. They care about each other. Pupils relish opportunities to share their ideas to improve the school and willingly participate in doing so. Recently, the pupil school council led a project to refurbish the outdoor space for children in the early years.

The school has high expectations for pupils' achievement. Leaders seek ways to improve the school regularly. Leaders and teaching staff frequently check how well pupils learn. This information is used to inform next steps in learning. Typically, pupils build secure knowledge of subjects.

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

Reading is given high priority. Pupils have many opportunities to read and listen to stories. They thoroughly enjoy reading. Phonics is taught daily from the Reception Year. Pupils borrow books to read at home that are closely matched to the phonics that they know. The school provides information and guidance for parents and carers to help them support their children's reading at home. Pupils who struggle receive effective support with reading in school. This includes pupils with special educational needs and/or disabilities (SEND). Pupils quickly acquire the knowledge and skills to read fluently and accurately.

Pupils study a broad and ambitious curriculum. The school decides the most important subject knowledge that pupils need to know and remember. Subject content is sequenced effectively so that pupils build up their knowledge from the early years onwards. Subject leaders check the curriculum is implemented. School staff value the support they receive and leaders' consideration for their workload and well-being. Typically, teaching ensures pupils acquire secure knowledge and skills. Mostly, pupils connect ideas that they have already learned with current learning. For example, younger pupils learn about people who provide help in society and the risks of information sharing online. Older pupils use this knowledge to make credible decisions about action to take to resolve online fraud. Teaching is effectively adapted to meet the needs of pupils with SEND. This enables pupils with SEND to learn the curriculum alongside their peers. In a few subjects, teaching does not ensure pupils remember the most important vocabulary that they need to know for future learning.

Pupils are motivated and enthusiastic about learning. They are attentive and focused in class. Any low-level disruption is dealt with swiftly and effectively. Pupils attend school regularly and on time. The school takes prompt action to support pupils and their families if frequent absence is a concern. This has led to improved attendance rates for some pupils.

The provision for pupils' personal development is a considerable strength of the school. The curriculum for personal, social and health education (PSHE) includes age-appropriate teaching about healthy relationships. Pupils are taught about the importance of showing respect for differences, including faiths, beliefs and traditions that are different to their own. Pupils are provided with opportunities to talk about their feelings and consider ways to maintain a healthy mind. Pupil buddies arrange 'hot chocolate and a chat' sessions where pupils can discuss and share any problems or concerns. The school organises a wide range of extra-curricular clubs. Some are arranged and led by pupils, including origami, birdwatching and kindness club. Pupils often take part in sporting competitions with other schools. Leaders make sure all pupils have an equal opportunity to benefit from these experiences.

The proprietor body provides the school with effective challenge and support. The proprietor body works collaboratively with school leaders to make sure that the school complies with schedule 10 of the Equality Act 2010. The safeguarding report is published on the school's website. The proprietor body has secure knowledge of their statutory responsibilities. This includes the requirement to ensure that the independent school standards are met in full.

Safeguarding

The arrangements for safeguarding are effective.

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

- Sometimes, teaching does not ensure that pupils know and remember the most important vocabulary that they will need for future learning. This hinders pupils' learning. The school must ensure that teaching routinely makes important vocabulary explicit in all subjects and that pupils are helped to recall and remember it long-term.

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 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	137273
DfE registration number	313/6006
Local authority	Hounslow
Inspection number	10286429
Type of school	A school registered with a religious ethos
School category	Independent day school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	170
Number of part-time pupils	29
Proprietor	Heathrow Community Initiative
Chair	Hardeep Sandhar
Headteacher	Lubna Khan
Annual fees (day pupils)	£3,500
Telephone number	0203 719 8697
Website	www.tarbiyyah.co.uk
Email address	schooloffice@tarbiyyah.co.uk
Date of previous inspection	12 to 14 March 2019

Information about this school

- This is an independent day school with an Islamic ethos. It caters for boys and girls age three to 11.
- The headteacher took up their post after the previous standard inspection.
- After the previous standard inspection, a material change inspection was carried out to increase the age range and the number pupils on roll.
- The school does not make use of alternative provision.
- The school is located at 40 New Heston Road, Hounslow TW5 0LJ.
- In January 2024, the proprietor opened a boys' secondary school called Tarbiyyah Secondary School in premises adjacent to the 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.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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.
- Inspectors held meetings with the chair of the proprietor body, the headteacher and other senior leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and PSHE. 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 also looked at curriculum plans and spoke to leaders about some other subjects. 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, inspectors reviewed health and safety information, including risk assessments and fire safety

documentation. Inspectors also examined the premises and reviewed maintenance logs.

- Inspectors analysed staff, pupil and parent responses to Ofsted’s online surveys.

Inspection team

Andrea Bedeau, lead inspector

His Majesty’s Inspector

Karen Matthews

Ofsted Inspector

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