

Tayyibah Girls' School

88 Filey Avenue, Stamford Hill, London N16 6JJ

Inspection dates

21–23 September 2016

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Requires improvement
Sixth form provision	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders, trustees and governors have not ensured that all the independent school standards are met. They have not ensured that arrangements for safeguarding are effective.
- Leaders and trustees do not check that school policies, including for safeguarding, meet requirements. Policies and procedures are not effectively communicated to and implemented by staff.
- Pupils do not have sufficient opportunities to learn about people with protected characteristics. This limits their preparation for life after they leave school.
- Leaders do not ensure that pupils who have special educational needs and/or disabilities are given appropriate support to succeed.
- Leaders do not provide effective training for teachers. Leaders predetermine appraisal targets without discussion and review with teachers. Members of staff say that they are not consulted by the management committee about proposed changes.
- Teachers do not use assessment information effectively to prepare activities to meet the needs of all pupils. There is insufficient challenge and guidance to help pupils make good progress. As a result, pupils' outcomes require improvement.
- Learners in the sixth form make average progress from their starting points as the quality of teaching requires improvement. Retention rates in the sixth form are low.

The school has the following strengths

- GCSE results over time are above average.
- Pupils receive good-quality impartial information and guidance to help them plan for the future.
- Relationships in the school are good. Pupils are respectful towards one another and behave well. They work diligently and try their best to succeed.
- The curriculum offer has expanded. Pupils now benefit from a good range of visits to enhance their learning and their understanding of life in modern Britain.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
 - policies and procedures meet statutory requirements, are clearly communicated to members of staff and are adhered to consistently
 - trustees, governors and the executive headteacher directly seek the views of members of staff
 - leaders work with individual teachers to involve them in setting appraisal targets and in reviewing their progress in meeting their targets
 - teachers have good-quality training to improve their generic teaching skills
 - appropriate provision is made for pupils who, after joining the school, are identified as having special educational needs and/or disabilities
 - the curriculum, including in the sixth form, encourages respect for all people with protected characteristics
 - retention rates in the sixth form increase by broadening the range of subjects on offer.
- Improve the quality of teaching, including in the sixth form, so that more pupils, including the most able, consistently make good progress by ensuring that:
 - teachers have higher expectations of what pupils can learn and achieve
 - teachers question and probe pupils' responses to help them think more deeply
 - information about pupils' progress is used to plan appropriately challenging activities, especially for the most able
 - feedback is given that helps pupils improve and reach their potential.
- The school must meet the following independent school standards.
 - Ensure that the school's policies and schemes of work relating to personal, social, health and economic education encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (paragraphs 2(2), 2(2)(d) and 2(2)(d)(ii)).
 - Ensure that the teaching at the school does not discriminate against pupils, especially those that may have special educational needs, contrary to Part 6 of the 2010 Act (paragraphs 3 and 3(j)).
 - Ensure that the proprietor actively promotes and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraphs 5 and 5(b)(vi)).
 - Ensure that the proprietor makes arrangements to safeguard and promote the welfare of pupils at the school and that appropriate action is taken to reduce risks that are identified, especially for pupils who leave the school with no known destination (paragraphs 7, 7(a), 7(b) and 16(b)).

- Ensure that the chair of trustees obtains an enhanced criminal record check, countersigned by the Secretary of State, where an application for such a check is made under section 113B(1) of the 1997 Act (paragraphs 20(1) 20(4), 20(5), 20(5)(b), 20(5)(b)(i)).
- Ensure that the proprietor ensures that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; and that they fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraphs 34, 34(1)(a), 34(1)(b) and 34(1)(c)).

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders, including trustees, governors and the executive headteacher, have not ensured that all independent school standards relating to safeguarding, welfare, curriculum and the 2010 Equality Act are met. They have not ensured that the quality of teaching is good enough to ensure that pupils make fast enough progress to meet their potential.
- The leadership structure is multilayered and complex. There is very little dialogue between the all-male trustees, governors and executive headteacher (the management committee) with the female headteacher and the all-female members of staff. This has a negative impact on staff morale. Some members of staff feel very strongly that their views are not taken into account as they are not valued.
- Because of the poor communication, policies which tend to be written and updated by the executive headteacher and ratified by the management committee are not consistently put into practice. Examples include the punctuality policy, which says that pupils will be marked as late if they arrive after 8.15 in the morning. In reality, registers close at 8.30 am. The first-aid policy says the names of the first aiders are displayed in the medical room. They are not.
- Teachers have good subject knowledge because they have appropriate qualifications in the subjects that they teach. However, not all have gone through formal routes to acquire qualified teacher status. Leaders have not arranged for teachers to have good-quality professional development in order to enhance their generic teaching skills. This is limiting their potential effectiveness.
- Performance management is ineffective. Teachers say that they are given their targets and are not involved in reviewing their performance and agreeing new targets. Consequently, the process has little impact on improving the quality of teaching.
- Leaders' policy on admissions means that that any pupils who have special educational needs and/or disabilities are not accepted. If a pupil already at the school were to be identified as having special educational needs and/or a disability, necessary additional support would be at the parents' expense. The school does not make any specialist provision available. This puts the pupil's education at risk and is in contravention of the Equality Act 2010.
- Leaders took on board the comments about the curriculum made during previous inspections. Pupils have benefited from learning art with a specialist art teacher until the end of key stage 3. A specialist physical education teacher introduced a clear scheme of work to ensure that pupils learn a good range of skills and make appropriate progression as they make their way up the school. Pupils are now able to study both history and geography GCSEs.
- Leaders have also expanded the opportunities for enrichment that supports pupils' learning and help them prepare for life in modern Britain. Year 4 and 5 pupils have lessons on the British parliament followed by a visit to the Houses of Parliament. Secondary pupils enhanced their literacy through learning Shakespearian texts, participation in 'Shakespeare week' events and a visit to the Globe Theatre.
- Leaders ensure that pupils understand other faiths in the country, including through

projects with the three faiths forum. However, they fail to ensure that pupils are taught about and helped to understand, tolerate and respect people with protected characteristics as defined in the 2010 Equality Act. This limits pupils' preparedness for their future lives in modern Britain.

- Within and among the members of staff there is a strong culture of collaboration and high expectations for pupils to behave well and work diligently. Adults and pupils respect each other and visitors are made welcome.

Governance

- Trustees and governors have established a number of committees to discuss various aspects of the school's work. Minutes show that they take a keen interest in the academic success of the pupils. They want them to do well and to leave the school well prepared to continue with the next stage of their education, employment or training.
- Trustees and governors plan strategically. They recently raised funds for two extensions to be added to the existing building. The new rooms will be used to add design and technology as well as food technology to the curriculum. One of the new rooms will be used to make a designated art room.
- The founding headteacher has indicated her desire to retire. Trustees and governors have been trying to recruit a replacement. So far they have not been successful. They have in the meantime appointed a part-time executive headteacher, who, on their behalf, reviews policies and prepares self-evaluation and improvement planning documentation. There is limited communication with the headteacher and none with members of staff regarding these processes. Trustees and governors do not take an active part in reviewing or monitoring this aspect of the school's work. As a result, some policies and procedures do not meet statutory requirements and implementation of agreed policies is far from consistent.

Safeguarding

- The arrangements for safeguarding are not effective. On arrival at the school inspectors found a number of gaps in the single central record. Although some of these were put right during the inspection, the school is still in breach of its statutory duty to ensure that the chair of the proprietors has an enhanced criminal record check, countersigned by the Secretary of State.
- The published child protection policy on the school's website has not been updated to take into account the new expectations which came out in May 2016 and became statutory at the beginning of September.
- There are three designated safeguarding leaders. One has training which is lapsed. They say, however, that members of staff were given update training on the new requirements in July. Members of staff confirmed this.
- Some entries in the school's admissions register were incomplete. As a result, the whereabouts of some pupils were not known and this was not followed up. Leaders could not, for instance, account for some school-age pupils who left in the 2014/15 academic year and some four months ago. They were unable to make contact with the parents. They failed in their statutory duty to report these children missing in education to the local authority, which must be done when a child is missing for 10 days.
- Although the school has got records of working with parents and agencies, these are

disorganised and it is difficult to gain a clear sense of how well, and how speedily, vulnerable pupils are helped.

- References had not been received for three members of staff already working at the school. This is contrary to statutory requirements.
- Overall, the school is not robust enough in ensuring that pupils' safety and welfare are assured.

Quality of teaching, learning and assessment

Requires improvement

- Some teachers across the key stages do not have well-developed teaching skills to ensure that pupils make good progress overall and reach their potential.
- Expectations of what pupils can achieve are often too low. Teachers do not probe pupils' understanding enough. Too often they readily accept superficial answers to their questions. Evidence of this lack of challenge can also be seen in pupils' books. There is little evidence of pupils' writing at length and in depth. Mathematics books reveal that there is not enough additional challenge for those who have successfully mastered a topic. Therefore, not enough pupils, especially the most able, make the progress expected of them.
- Equally, there are some occasions when pupils are confused and struggle, and are not helped enough. In one example seen in books, a teacher noted that a number of pupils had misunderstood graphs. The matter was left there, however, and the following pieces of work were on other mathematical topics; the misconceptions with graphs were apparently not addressed. However, pupils say that teachers are very approachable and readily support them when they ask for help.
- The teaching of early reading gets off to a slow start in Year 1. It picks up well during Year 2. By that stage almost all pupils have reached the standards of the national Year 1 screening for phonics. This means that when they enter Year 3 they are still behind what is normally expected at that age in terms of inference and comprehension skills.
- Teachers do not use the assessment information they have from regular testing to match work to pupils' abilities. Evidence in books shows that, contrary to the school's own teaching policy, all pupils are given the same work. This lack of additional challenge for the most able means they do not make consistently good progress across the subjects.
- Where teaching is good, expectations are high and teachers probe pupils' understanding to help them think more deeply and evaluate different points of view. In one English lesson, inspectors saw a heated debate about the morality of humans using horses for racing, especially as each year horses die during the races. Teachers probed to get pupils, who felt passionately about one side of the debate, to think about possible counter-arguments. This made a strong contribution to their learning and moral development.
- Teaching makes a good contribution to pupils' understanding of other faiths and some British values. In an Islamic studies lesson, pupils were considering the differences and similarities of death and burial rites of Muslims, Jews and Christians. Older pupils said they had begun learning about abortion. Pupils initially studied current British legislation on the topic, before considering comparative religious views.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Leaders have not ensured that all the independent school standards relating to safeguarding and the welfare of pupils at the school are met. For example, they have not reported to the local authority when pupils have gone missing from education.
- Leaders have not ensured that all the independent school standards relating to making sure that teaching at the school does not discriminate against pupils contrary to Part 6 of the 2010 Act are met. They do not provide support for any pupils who may have special educational needs and/or disabilities.
- Leaders have not ensured that all the independent school standards relating to actively promoting and encouraging respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act, are met. The school's curriculum does not provide opportunities for pupils to learn about people with disabilities or who may be lesbian, gay, bisexual or transgender (LGBT).
- Pupils say that they feel very safe in school. They are well aware of the dangers of the internet, including in promoting radicalisation and extremism. They say that they get on very well with each other and that bullying is extremely rare at the school.
- Through assemblies, pupils have opportunities to learn about and reflect on a wide range of issues and to understand other faiths and cultures. These include such diverse topics as Diwali, Chinese New Year, Human Rights Day and Holocaust Memorial Day. Pupils also raise funds for a range of local, national and international charities.
- Pupils grow in confidence as they progress through the school. Older pupils are able to articulate their future ambitions clearly. Pupils are respectful of each other's points of view.

Behaviour

- The behaviour of pupils is good.
- Pupils take great pride in their work. The work in their books is well presented. They take pride in wearing their uniform and enjoy coming to school.
- Pupils have very positive attitudes to their learning. They readily and respectfully follow instructions. They work well together in pairs or in small groups. They are eager to please and want to do well. On the odd occasion there is some low-level disruption, but pupils quickly get back to work when verbally reprimanded by their teachers.
- Behaviour around the school, in the corridors, the playground and dining area is good. Pupils take good care of the environment. There is virtually no litter to be seen.
- Leaders work with parents to encourage good attendance and punctuality. Attendance in the primary phase is slightly below national average. In the secondary phase, however, it is higher than usually found in secondary schools nationally. Pupils arrive punctually to school.

Outcomes for pupils

Requires improvement

- Pupils arrive into Year 1 with skills that are broadly similar to those found nationally.
- As pupils progress across key stages 1 and 2 they make steady rather than good progress. Year 6 teachers use the national key stage 2 tests on a voluntary basis. Tests are externally marked. In 2016, compared to provisional national data, pupils' attainment was broadly in line with others nationally in reading and mathematics, above in spelling, punctuation and grammar, but below in writing.
- Work in books shows that in key stage 3, pupils also make steady progress across a range of subjects overall.
- With some good teaching and high expectations, combined with pupils' diligence in studying hard, pupils typically make good progress during key stage 4 to attain above-average GCSE results. In 2015, all pupils attained at least five GCSE at grades A* to C, including English and mathematics. This dropped in 2016 but was still above average. In 2016, over half of the cohort achieved at least five A* or A grades.
- Pupils who are identified as underachieving through the school's assessment systems are given booster lessons to help them catch up. There is no special provision, within the curriculum or through additional teaching, for the most able. They reach higher standards than their peers because they are more able and work hard. They have the potential to make much faster progress in all year groups and subjects but are not routinely challenged with hard enough work to help them do so.
- Because of the strong work ethic and pupils' high ambitions for the future, which are nurtured especially well at key stage 4, the most able pupils make rapid progress during those two years to attain high grades. Nine of the 13 Year 11 pupils in 2016 achieved A* or A grades in a limited range of subjects.

Sixth form provision

Inadequate

- Leaders have not ensured that all of the independent school standards are met in relation to the sixth-form provision. It is, therefore, inadequate.
- The sixth-form curriculum offer is extremely limited. Currently, learners can study A level courses in mathematics, chemistry, biology and Arabic. There are no vocational courses on offer. All learners must have a good GCSE grade in mathematics and English in order to join the sixth form.
- The sixth-form coordinator is also in charge of careers information, advice and guidance. She arranges a good range of speakers to visit the school and speak to younger pupils in the secondary phase, for example from the Royal Navy. She has established very strong links with local school sixth forms, colleges and universities, which pupils and learners can visit in order to help them make decisions about their futures. She offers secure guidance on apprenticeship options when appropriate. Every Year 11 pupil benefits from a one-to-one careers discussion with her. This means that pupils at the end of Year 11 and learners at the end of Year 13 are well supported in making key decisions for their future careers.
- There are currently no learners in Year 12, as all Year 11 pupils last year chose other

career options because the limited curriculum on offer at the school did not meet their needs.

- Attainment at the end of Year 13 is typically slightly above average. From learners' starting points at GCSE, this represents broadly average progress.
- The few current Year 13 learners achieved well in AS mathematics last year. The other subjects are now assessed through a terminal examination at the end of Year 13. Internal testing, however, showed some weak performance in those subjects. The sixth-form coordinator, working closely with the teachers and learners, has put in place a credible plan to help the learners revise and consolidate the Year 12 content. It is too early to judge the impact of these planned interventions.
- Teachers have good knowledge and qualifications in the subjects that they teach. The quality of teaching, however, is not consistently good. Last year's outcomes for current learners were weak in some subjects as a result of average, rather than good, progress.
- Learners have very positive attitudes to school and learning. Their rates of attendance are very high. They work hard and are keen to do well. They told inspectors that they are currently doing a huge amount of home learning as they are determined to succeed.
- Learners enjoy taking on responsibilities. Last year they led a big business-like project to manufacture and sell cakes to raise funds for charity and they organise the school's annual sports day.
- Learners are encouraged and supported to undertake work experience. One learner enthusiastically told inspectors of her recent experience of working in a hospital. This confirmed for her that her ambition to attend university and study to be a digital radiologist is the correct career path for her.

School details

Unique reference number	100300
DfE registration number	204/6388
Inspection number	10017856

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	Muslim girls day school
School category	Independent school
Age range of pupils	4 to 18
Gender of pupils	Girls
Gender of pupils in the sixth form	Girls
Number of pupils on the school roll	186
Of which, number on roll in sixth form	6
Number of part-time pupils	0
Proprietor	Tayyibah Educational Trust
Chair	Abdul Sattar Said
Headteacher	Nahida Qureshi
Annual fees (day pupils)	£2,670
Telephone number	020 8880 0085
Website	http://tayyibah.org.uk
Email address	admin@tayyibah.org.uk
Date of previous inspection	1–2 December 2010

Information about this school

- Tayyibah School is an independent Muslim day school for girls in Stamford Hill, Hackney and was established in 1992.
- The school is registered for educating up to 259 pupils aged 4 to 18. Currently, the school does not have any four-year-olds. The youngest pupils are in Year 1.

- The school is affiliated to the Association of Muslim Schools, whose aims it supports.
- There are currently no students in Year 12.
- The school does not admit any pupils with a known special educational need.
- All the pupils speak English as their first language.
- In adherence to its religious ethos and commitment, all pupils are girls from practising Muslim families. The school aims 'to provide a broad and balanced education and educate pupils according to the Qur'an and the *sunnah*' (the example of the Prophet Muhammad).
- The proprietor role is made up of five trustees. There are also nine governors. An executive headteacher was recently appointed. He has limited input in the day-to-day running of the school.

Information about this inspection

- The inspection was carried out with one day's notice.
- Learning was observed in 21 lessons; some of these were joint observations with the headteacher.
- Samples of pupils' work were scrutinised. The school's information about pupils' progress was also checked.
- Inspectors spoke to the headteacher, leader and teachers. A meeting was held with the chair of the trustees and a governor. There was also a formal discussion with two groups of pupils and various informal discussions with pupils during breaktimes and in lessons.
- Inspectors took account of the 11 responses to Ofsted's questionnaire for parents, and the eight responses to the questionnaire for staff.
- Documentation, policies and all aspects of the schools work were checked for compliance with the independent school standards.

Inspection team

David Radomsky, lead inspector	Ofsted Inspector
Jo Franklin	Ofsted Inspector

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Manchester
M1 2WD

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