

# Inspection of The School of the Islamic Republic of Iran

100 Carlton Vale, London NW6 5HE

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Inspection dates: 10–12 December 2019

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Previous inspection grade

Inadequate

Does the school meet the independent school standards?

**No**

## **What is it like to attend this school?**

Pupils are polite, respectful and well behaved. They attend school well. Leaders have spent money on new resources, including new textbooks for the pupils. However, the quality of pupils' education is inadequate. The work they are given is not sufficiently demanding, given their abilities. Pupils told us that they find a lot of the work too easy. They do not have enough opportunities to apply their knowledge or investigate things for themselves.

Pupils learn about British life and traditions. They show a lively interest in current affairs and enjoy visits to places such as the Houses of Parliament. They are ambitious. However, pupils get limited guidance about their personal and social development. Careers guidance is also limited. Arrangements for physical education (PE) are unsuitable because of the limited space and equipment available.

Pupils play happily at breaktimes and get on well with each other. Occasional disagreements between pupils are sorted out effectively by staff. Pupils said that they feel safe, and they behave safely around the school. Working relationships between pupils and staff are positive.

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

Since the last inspection, leaders have bought in new schemes of work and new policies. Governors have invested in additional resources. All required areas of learning are on the school timetable. Despite all this, pupils are not receiving an adequate standard of education. There are several reasons why.

The new policies do not reflect what is happening in practice. Some have been copied directly from other schools. Most schemes of work have been taken from published sources and have not been adapted or implemented effectively. Teachers do not cover all the work that is planned. In some cases, the plans and policies cover areas that are not relevant to this school. Not enough account is taken of pupils' abilities and potential when deciding what should be taught and when.

Teachers present information confidently. They work conscientiously to organise lessons from the resources given to them. However, they are not given enough guidance or professional development. This includes about how to adapt activities to ensure that pupils learn well. New teachers are not provided with adequate training about how to teach effectively.

Pupils listen diligently in class and do as they are asked. They are eager to learn and please. Pupils memorise the facts they are taught, but have too few opportunities to apply this knowledge and deepen their understanding.

The organisation of the mathematics programme is better than in other subjects. However, too often, pupils repeat activities that they have already mastered. They do not move on to more demanding work, even when they are more than ready.

This is particularly the case in Years 1 to 6. For example, multiplication table exercises are repeated even though pupils already know them very well. Teachers do not move on quickly enough to more challenging problems, for example with complex fractions and statistics.

Pupils are not given enough opportunities to apply mathematical skills in science or in geography. They have very few opportunities for practical work in science. They are taught facts and information, but do not apply or test out this knowledge through enquiry, reasoning and evaluation. Experiments are described and the results given, rather than pupils doing these for themselves. The science laboratory can only accommodate a very small number of pupils and it is not well used. Most aspects of the school building meet the standards required, but facilities for PE are not suitable.

Some teaching in English is effective, particularly in Years 7 to 10. Pupils understand the basic principles of grammar and literary devices. Older pupils are introduced to a variety of texts, including poetry and plays. However, their learning is restricted because teachers do not correct errors and too much work in books is unfinished. Younger pupils' knowledge of phonics is weak. Few can read frequently encountered words with ease. They are not given the support and instruction they need to reach the expected standards in reading by the end of Year 6. Not enough guidance is given to help them choose books for the daily class reading sessions. Teachers do not routinely model good spelling and grammar.

Leaders promote good behaviour and general respect for all. However, limited time and guidance are given to personal, social and health education (PSHE). Specific characteristics such as sexual orientation are not included in the school's equalities policy or considered within PSHE. Despite this, pupils are clear that it is important to treat all groups of people with respect. In discussion and in their attitudes, pupils showed a mature understanding of issues in modern British society. Leaders were unable to provide details about the school's careers programme. Nonetheless, pupils have high aspirations for their future lives. Year 10 pupils have good knowledge about their next steps, including the options available to them for sixth-form study.

The proprietor, leaders and governors have not ensured that the school meets all the independent school standards.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Leaders have not ensured that all the necessary checks were carried out on staff when they were appointed to the school. The required checks have not been made on members of the governing body, except for the chair. Most staff are aware of different forms of abuse and know how to refer any concerns they have. The designated safeguarding lead is well known to staff and pupils. However, staff new to the school have not received the necessary safeguarding training.

Different versions of the school admissions register were shown to inspectors. Leaders could not confirm that information about pupils taken off roll had been properly recorded and that the relevant authorities had been notified.

Changing facilities for PE are not suitable. Only one shower cubicle is available for pupils' use after PE. It is located within a staff toilet.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- The proprietor, leaders and governors should ensure that all the independent school standards are met.
- Policies published by leaders and governors do not reflect the particular context and practice of the school and its pupils. A review should be undertaken of all policies, including those for the curriculum and for equalities. The policies should be specifically relevant to this school and its pupils. They should include all information required by the independent school standards.
- Most schemes of work are not sufficiently tailored to provide clear guidance about what to teach and when. Leaders and governors should ensure that schemes of work in all subjects are implemented in full, take enough account of pupils' potential and map out clearly how subjects should be taught. They should ensure that all staff, including those new to the school, are trained in the skills they need in order to teach effectively.
- Teaching in science does not provide enough opportunities for pupils to work scientifically. Leaders and governors should ensure that pupils are given regular, good-quality opportunities to experiment, investigate and evaluate.
- The organisation of the mathematics curriculum is better than in other subjects. In practice, however, pupils do not move on quickly enough to more complex tasks. Teachers should ensure that pupils are given suitably challenging work when they are ready.
- Standards of reading are not high enough by the end of Year 6. Leaders should ensure that the teaching of phonics provides the youngest pupils with the support and instruction they need.
- Provision for PSHE, and for careers advice, is not regular and does not promote pupils' good personal development. Leaders and governors should put in place and deliver suitable plans that match the abilities and ambitions of their pupils.
- The school does not have adequate facilities or resources to teach physical education. Changing and showering facilities are also unsuitable. Leaders and governors should explore alternative arrangements to ensure that all pupils are able to experience good-quality physical education.
- The independent school standards and guidance from the Department for Education set out the checks expected to be made on all staff. Leaders and

governors should ensure that these checks are made. They should also ensure that the required checks are made on all members of the governing body.

- Leaders and governors should ensure that staff are regularly trained in safeguarding matters when staff start work at the school.
- Leaders and governors should ensure that the school admissions register contains all of the information required by legislation, including the dates and precise destinations of pupils who have left the school. They should also ensure that the relevant authorities are informed whenever a pupil leaves the school during the school year.

## **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 and carers think. We use Ofsted Parent View information 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.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

<b>Unique reference number</b>	133385
<b>DfE registration number</b>	304/6079
<b>Local authority</b>	Brent
<b>Inspection number</b>	10123220
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	6 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	138
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Seyed Abbas Hosseini
<b>Chair</b>	Mr M Moghadas
<b>Headteacher</b>	Seyed Hosseini
<b>Annual fees (day pupils)</b>	£850
<b>Telephone number</b>	0207 372 8051
<b>Website</b>	<a href="http://www.iris.school.co.uk">www.iris.school.co.uk</a>
<b>Email address</b>	<a href="mailto:irischool@gmail.com">irischool@gmail.com</a>
<b>Date of previous inspection</b>	25–27 September 2018

## Information about this school

- This is an Islamic independent school. The school is registered for 81 pupils aged 6 to 16. At present, 138 pupils aged 5 to 15 are on roll. The school plans to provide education for Year 11 pupils in September 2020.
- The school was last inspected in September 2018, when it was judged to be inadequate. The inspection judged that the school did not meet the Education (Independent School Standards) Regulations 2014 and associated requirements. A progress monitoring inspection took place in May 2019, when it was judged that standards continued to be unmet.
- Pupils come from a range of cultural backgrounds and all speak English as an additional language. The school does not have any pupils with an education, health and care plan. The school does not identify any pupils as having special educational needs and/or disabilities.
- The school does not use alternative providers.
- The proprietor is also the headteacher. He is supported by a board of governors.

## Information about this inspection

We 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 has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- We looked at policies for all aspects of the school's work, including the curriculum, safeguarding, equalities and behaviour. We looked at the schemes of work used by the school to plan pupils' learning.
- We looked in detail at the school's work in reading, English, mathematics, science and geography. In these subjects, we visited lessons and looked at pupils' books. We listened to pupils reading. We talked with leader, teachers and pupils. We made visits to lessons in other subjects, including French, history and information technology.
- We looked closely at the school's systems for checking on the suitability of staff and for admitting pupils. We talked to staff about their training, including training about how to keep pupils safe.
- No replies were received to Ofsted's surveys for parents and carers, staff or pupils. The views of all these groups were heard through meetings and conversations with inspectors.
- The school has applied to the Department for Education (DfE) to make a material change to its registration. The school has requested to increase the number of

pupils on roll from 81 to 180. At the DfE's request, we checked whether the school meets the relevant independent school standards, should the DfE decide to approve the change. This part of the inspection was carried out under section 162(4) of the Education Act 2002.

- The outcome of this part of the inspection is: The school does not meet the independent school standards relevant to the material change. The material change has already been implemented.
- Further information about this part of the inspection is available in the annex to this report.

### **Inspection team**

Mark Phillips, lead inspector

Her Majesty's Inspector

Alison Moore

Ofsted Inspector

Brian Oppenheim

Her Majesty's Inspector



## **Annex. Compliance with regulatory requirements**

### **The school failed to meet the following independent school standards**

#### **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 sub-paragraph (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
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
  - 2(2)(d) personal, social, health and economic education which–
    - 2(2)(d)(i) reflects the school’s aim and ethos; and
    - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the [Equality] Act 2010;
  - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
    - 2(2)(e)(i) is presented in an impartial manner;
    - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
    - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
  - 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.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
  - 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(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;
- 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.

## **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 [Equality] Act 2010.

## **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.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.

## **Part 4. Suitability of staff, supply staff, and proprietors**

- 18(2) The standard in this paragraph is met if–
  - 18(2)(a) no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be

engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act;

- 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
- 18(2)(c) the proprietor carries out appropriate checks to confirm in respect of each such person–
  - 18(2)(c)(i) the person’s identity;
  - 18(2)(c)(iii) the person’s right to work in the United Kingdom; and
  - 18(2)(c)(iv) where appropriate, the person’s qualifications;
- 18(2)(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person’s appointment;
- 18(2)(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person’s suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State; and
- 21(3)(a) in relation to each member of staff (“S”) appointed on or after 1st May 2007, whether–
  - 21(3)(a)(i) S’s identity was checked;
  - 21(3)(a)(ii) a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act;
  - 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
  - 21(3)(a)(iv) checks were made to ensure, where appropriate, that S had the relevant qualifications;
  - 21(3)(a)(v) an enhanced criminal record certificate was obtained in respect of S;
  - 21(3)(a)(vi) checks were made pursuant to paragraph 18(2)(d);

- 21(3)(a)(vii) a check of S’s right to work in the United Kingdom was made; and
- 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e)
- 21(3)(b) in relation to each member of staff (“S”), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.
- 21(4) The information referred to in this sub-paragraph is, in relation to each member of staff in post on 1st August 2007 who was appointed at any time before 1st May 2007, whether each check referred to in sub-paragraph (3) was made and whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.
- 21(6) The information referred to in this sub-paragraph is, in relation each member (“MB”) of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.
- 21(7) The information referred to in this sub-paragraph is, in relation to each member of a body of persons named as the proprietor in post on 1st August 2007 who was appointed at any time before 1st May 2007–
  - 21(7)(a) whether each check referred to in sub-paragraph (6) was made; and
  - 21(7)(b) whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.

## **Part 5. Premises of and accommodation at schools**

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that–
  - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 27 The standard in this paragraph is met if the proprietor ensures that–
  - 27(b) external lighting is provided in order to ensure that people can safely enter and leave the school premises.
- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable–
  - 29(1)(a) physical education to be provided to pupils in accordance with the school curriculum.

## **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.

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