

The School of the Islamic Republic of Iran

Address: 100 Carlton Vale, London, NW6 5HE

Unique reference number (URN): 133385

Inspection report: 12 May 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- Insufficient evidence: Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Strong standard

Attendance and behaviour

Strong standard 

Leaders have highly effective systems and procedures in place to support pupils to attend school regularly. Pupils' overall attendance is significantly above the national average. Leaders closely monitor and analyse the attendance of all pupils and intervene swiftly if any pupil is absent. Leaders work very effectively with parents and carers to ensure that they understand the importance of pupils' regular attendance. Leaders ensure that all statutory duties for attendance are followed closely.

Pupils' behaviour is extremely positive across all areas of the school. During lessons, pupils listen intently, follow instructions swiftly and demonstrate excellent attitudes and commitment to their learning. Staff have very high expectations for pupils' behaviour and are consistent in the application of the school's behaviour policy. Pupils move calmly and sensibly around the school site. They manage their own behaviour very well during social times. Pupils are extremely mature, responsible and polite. They interact very positively with both staff and visitors.

Pupils have high expectations of both their own, and other pupils' behaviour. Any form of discriminatory or derogatory language is not tolerated. Pupils know that staff would address this swiftly and effectively if it were to take place.

Expected standard

Achievement

Expected standard 

Pupils typically perform well in national assessments at the end of Year 6 and Year 11. This ensures that pupils have the knowledge, skills and qualifications to move on to their next steps, including well-matched and aspirational pathways at post-16. Pupils demonstrate a positive understanding and application of the foundations of literacy and numeracy. They read confidently and fluently and have the writing and numeracy skills to successfully access the whole curriculum. Pupils with barriers to learning are supported to achieve well over time.

Pupils generally achieve well across the breadth of subjects that they study. They have a secure understanding of both current and prior learning, including key subject-specific vocabulary. Pupils build their knowledge over time which means that they typically commit key knowledge to their long-term memory. They articulate their learning clearly and confidently.

Curriculum and teaching

Expected standard 

Leaders have designed an ambitious curriculum that builds pupils' knowledge progressively over time in all subjects. They have identified the key knowledge that pupils should learn at

each stage of the curriculum. Leaders have a clear understanding about the strengths and priorities in curriculum and teaching.

Staff have secure subject knowledge. They present information clearly and typically design activities that support pupils to develop a firm understanding of the curriculum. Teachers generally check pupils' understanding well. However, sometimes this lacks precision. This means that occasionally misconceptions are not identified and addressed swiftly. When this happens, pupils develop some gaps in their knowledge.

Leaders ensure that pupils develop the foundations of literacy and numeracy to be able to access the broader curriculum. Leaders swiftly identify any pupils who are behind in this knowledge and put in place bespoke support. This ensures that these pupils catch up quickly. Pupils are encouraged to read widely and often. They take great pleasure from reading a broad range of literature.

Staff typically support pupils who have barriers to their learning effectively during lessons. They understand the barriers that pupils face and put in place appropriate adaptations where necessary to ensure that these pupils make secure progress through the curriculum.

Inclusion

Expected standard 

Staff identify any barriers to learning that pupils may have. They understand the context of pupils who join the school and have a particular focus on identifying and supporting pupils who are at the early stages of learning English. Leaders put in place bespoke support for these pupils to swiftly develop their language and communication skills. This ensures that these pupils develop the fundamentals of the English language to be able to access the curriculum. Staff typically support these pupils well during lessons and ensure that they make effective progress through the curriculum. The quality of this support for pupils is regularly monitored and reviewed to ensure it has a positive impact.

Staff have the appropriate knowledge to identify pupils with special educational needs and/or disabilities (SEND). Although there are currently no pupils in the school with SEND, leaders have the skills and strategies to be able to support these pupils. Leaders support pupils who are known, or previously known to social care, effectively. They work well with external professionals to ensure that barriers to aspects of school life are reduced for these pupils. Staff work closely with parents and carers to ensure that support is well matched to pupils' identified needs.

Leadership and governance

Expected standard 

The proprietor and other leaders understand the strengths and priorities across the school. Leaders have worked effectively to ensure that all of the independent school standards (the standards) are met. Once areas for priority are identified, leaders put in place strategies to ensure that improvements are made and become embedded in the practice of the school. Leaders have built close relationships with parents and carers which helps to support pupils. Leaders have developed some links with the local professional community to support the development of the school. However, these could be widened to support further school improvement and to help develop leadership at all levels.

Governors have a firm understanding of the strengths and priorities of the school. They fulfil their statutory duties, including those relating to the safeguarding of pupils in the school. Governors hold leaders to account and provide support when it is required.

Effective staff professional development and training has taken place since the last inspection. This focused on developing areas for improvement that were highlighted. Leaders have put in place support to develop teachers' skills and expertise in the classroom. Leaders now regularly monitor the impact of staff training. They ensure it is embedded in regular practice and provide bespoke coaching where further improvements are still required.

Staff are extremely positive about how their wellbeing is considered and supported in the school. They appreciate the adjustments that leaders make to help them to manage their workload.

Personal development and wellbeing

Expected standard 

Leaders have designed a personal development programme that builds pupils' knowledge and understanding over time. Pupils learn how to stay healthy and safe, including online. The relationships education programme develops pupils' understanding of healthy relationships in an age appropriate manner. Pupils develop a very secure knowledge of fundamental British values. They understand the importance of tolerance and respecting different faiths and values. Pupils clearly articulate their knowledge about democracy and the British legal system. They are well prepared for life in modern Britain.

Leaders identify any concerns with pupils' wellbeing swiftly. Staff know each pupil in the school very well which helps to ensure that any issues are picked up quickly. Pastoral support is of a very high quality. Bespoke support is put in place if pupils need additional support with their wellbeing. The school helps to develop pupils' character through their high expectations of behaviour and conduct. This supports pupils to be aspirational, confident and develop important professional behaviours.

Pupils receive a range of careers opportunities that help them to understand their future options. They complete work experience, attend careers fairs and access external speakers who talk about a range of different careers and pathways. Pupils are supported well with their choices and applications for post-16 study.

Leaders help to develop pupils' cultural understanding and support their wider learning through a range of well-considered trips. Pupils visit the theatre, museums and different places of worship. Leaders ensure that these opportunities are inclusive so that all pupils access them.

What it's like to be a pupil at this school

Pupils enjoy coming to this school each day. As a result, they attend regularly. Staff know the individual pupils very well and support them to feel a sense of belonging and security. This means that pupils feel safe in school. Pupils have extremely positive relationships with

each other. They speak about a firm sense of community and a responsibility to look after each other. Older pupils act as very positive role models for those who are younger. Pupils have a great sense of pride in their community and feel included in all aspects of school life.

Pupils have extremely positive attitudes to their learning. They have high aspirations and are committed to their studies during lessons. Pupils study a broad range of subjects. Teachers have the skills and expertise to ensure that pupils make positive progress through the curriculum. Pupils achieve well in national tests at the end of Year 6 and Year 11. This supports pupils to be ready for the next stage of their education. Staff identify pupils in the school who have barriers to their learning or wellbeing. They put bespoke support in place for these pupils to access the curriculum. This supports these pupils to make effective progress from their starting points.

Pupils' behaviour is exemplary both in lessons and around the school site. Bullying is extremely rare. Pupils are confident that this would be addressed by staff swiftly if it were to take place. Pupils are kind, confident and very polite. They learn about the importance of tolerance and have a firm understanding of different faiths and cultures. They are very well prepared for life in modern Britain. The school offers a broad range of wider opportunities to develop pupils' talents and interests. Pupils take part in various clubs including cooking, crochet and football.

Next steps

- Leaders should ensure that all staff develop the skills and expertise to consistently and precisely identify and address pupils' misconceptions and gaps in knowledge.
- Leaders should continue to develop links with professional external organisations to support ongoing school improvement and the development of leadership at all levels.

About this inspection

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The Department for Education (DfE) commissioned Ofsted to carry out the standard inspection earlier in the cycle than previously planned due to concerns raised with the DfE about safeguarding.

This inspection was conducted without notice.

Inspectors spoke with the proprietor and headteacher, the chair of governors, a representative from the local authority and other senior leaders during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Muslim religious ethos. The school does not use any form of alternative provision.

The name of the proprietor is Seyed Hosseini.

The annual fees for this school are £1900.

The email address of this school is info@irisschool.co.uk.

Headteacher: Seyed Hosseini

Independent school standards

Independent school standards are either met or not met for each category.

1. Quality of education provided

Standards met

All standards have been met.

2. Spiritual, moral, social and cultural development of pupils

Standards met

All standards have been met.

3. Welfare, health and safety of pupils

Standards met

All standards have been met.

4. Suitability of staff, supply staff, and proprietors

Standards met

All standards have been met.

5. Premises of and accommodation at schools

Standards met

All standards have been met.

6. Provision of information

Standards met

All standards have been met.

7. Manner in which complaints are handled

Standards met

All standards have been met.

8. Quality of leadership in and management of schools

Standards met

All standards have been met.

Lead inspector:

Simon Conway, His Majesty's Inspector

Team inspector:

Paul Metcalf, Ofsted Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 12 May 2026

Total pupils

74

School capacity

Pupils with an education, health and care (EHC) plan

0

Pupils with special educational needs (SEN) support

0

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Insufficient evidence

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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