

Inspection of Tayyibah Girls' School

88 Filey Avenue, Stamford Hill London N16 6JJ

Inspection dates: 20 to 22 May 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

Pupils behave with exceptional maturity. They treat staff, visitors and each other with great respect. Pupils demonstrate high levels of self-discipline. Habitually, they move around the school safely and quietly. At breaktimes, pupils play happily and considerately together. They form close, supportive friendships with each other.

Leaders foster a close-knit school community. Staff cultivate nurturing, professional relationships with pupils. Pupils feel safe to raise any worries they may have. The school ensures pupils are safe.

The school encourages pupils to share their ideas and opinions. It uses pupils' ideas to create opportunities for pupils to learn important skills such as teamwork and leadership. Recently, for example, pupils in the secondary school expressed their wish to support charities that help women and girls. The school supported pupils to lead whole-school fundraising campaigns alongside representatives from their chosen charities.

The school has high aspirations for pupils' academic achievement. Typically, pupils meet the school's high expectations by the time they leave the school. Pupils study for examinations across an appropriate range of subjects.

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

The school ensures everyone understands the importance of reading. Regular visits to the local library and shared class novels foster a strong love of reading across the school. Children in the early years and Year 1 receive effective phonics teaching daily. The school checks pupils' understanding of letters, sounds and words carefully. The school uses this information to ensure pupils receive focused help and support. As a result, pupils swiftly learn to read confidently and fluently.

The broad curriculum provides pupils with the knowledge that they need across a range of subjects. Currently, pupils do not choose subjects they want to study at GCSE. The school seeks to expand the range of subjects on offer at GCSE. Pupils usually gain the qualifications they need to be well prepared for the next steps in their education. Logically sequenced subject content sets out the knowledge and skills for pupils to know and remember as they progress through the school. Mostly, essential knowledge is revisited and built upon effectively. This helps pupils connect learning to what they learned previously. For example, in Year 1, pupils draw simple maps of the local area. This knowledge builds so that in Year 5 pupils use Ordnance Survey maps to help them understand latitude and longitude. In Year 7 and beyond, pupils build on this knowledge further by analysing contour and satellite maps.

Typically, teaching activities support pupils to learn the curriculum well. Mostly, appropriate checks on how well pupils learn ensure that teachers identify misconceptions and address them quickly. However, sometimes the way the curriculum is delivered does not ensure pupils learn as well as they could.

Occasionally, the essential knowledge for pupils to know and remember is not clear. Where this is the case, activity choices do not focus on making sure pupils learn the information required. Furthermore, checks on learning do not assess whether pupils learn the precise information they need to know. As a result, underlying gaps in knowledge are sometimes not noticed and addressed as quickly as they should be.

The school makes sure pupils with special educational needs and/or disabilities (SEND) learn the curriculum effectively alongside their peers. Typically, the school promptly identifies pupils with SEND. The school works with teaching staff, parents and carers productively to understand pupils' needs. The school provides appropriate help and support to enable pupils with SEND to learn well.

Pupils' behaviour is exemplary. Pupils' dedication to their learning means they are highly focused and attentive in class. Typically, lessons take place undisturbed by low-level disruption. The school does everything it can to ensure pupils attend school regularly and on time. The school finds out the reasons for absences and lateness. The school works with pupils and their families diligently and effectively to ensure that attendance rates improve.

The school prepares pupils well for life beyond the school. The school uses assemblies and tutorials regularly to explore important ideas such as morality, kindness and respect. The personal, social, health and citizenship education (PSHCE) curriculum provides pupils with relevant information to help them stay safe. For example, pupils are taught age-appropriate information about healthy relationships and how to stay safe online. The extensive enrichment programme supports pupils to explore their talents and interests on a fortnightly basis. Secondary-age pupils receive comprehensive information to support them to make well-informed choices about the next steps in their education and future careers.

The proprietor body and leaders lead the school effectively. The proprietor body maintains secure oversight of the school. It works closely with leaders to ensure the independent school standards are met securely and robustly. It also makes sure schedule 10 of the Equality Act 2010 is upheld. The proprietor body and leaders keep in close communication with staff to ensure they are aware of pressures that may impact their workload. Staff appreciate leaders' consideration for their wellbeing.

Safeguarding

The arrangements for safeguarding are effective.

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

- Occasionally, the essential knowledge that pupils should know and remember is not clear. Where this is the case, activity choices do not focus on making sure pupils learn the information required. Leaders should ensure the essential

knowledge for pupils to learn is clear so that activity choices enable pupils to learn the required information.

- Sometimes, checks on learning do not assess how well pupils learn important information. As a result, underlying gaps in knowledge sometimes go unnoticed and unaddressed for longer than necessary. Leaders should ensure checks on what pupils have learned identify and swiftly address precise gaps in knowledge.

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 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	100300
DfE registration number	204/6388
Local authority	Hackney
Inspection number	10342954
Type of school	Other independent school
School category	Independent day school
Age range of pupils	4 to 18
Gender of pupils	Girls
Number of pupils on the school roll	170
Number of part-time pupils	0
Proprietor	Tayyibah Educational Trust
Chair	Abdul Satar Said
Headteacher	Amreen Jameer and Maryam Al Sadik
Annual fees (day pupils)	£4392
Telephone number	020 8880 0085
Website	www.tayyibah.org.uk
Email address	admin@tayyibah.org.uk
Dates of previous inspection	8 to 10 March 2022

Information about this school

- This is an Islamic day school for girls aged four to 18. Currently, the school does not admit pupils above the age of 16.
- The school is located at 88 Filey Avenue, Stamford Hill, London N16 6JJ.
- The two headteachers lead the school on a day-to-day basis. They are in post temporarily. There is also an executive headteacher who oversees the school.
- The school does not use alternative provision.

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.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography 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.
- Inspectors reviewed documents and had a tour of the premises to check compliance with the standards.

Inspection team

Andrea Bedeau, lead inspector

His Majesty's Inspector

Hannah Glossop

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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