



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

Suffah Primary School

July 2021

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School's Details

School	Suffah Primary School			
DfE number	313/6072			
Address	Suffah Primary School 1st Floor Hounslow Jamia Masjid and Islamic Centre 367 Wellington Road South Hounslow Middlesex TW4 5HU			
Telephone number	0208 5729817			
Email address	head@suffahprimaryschool.co.uk			
Head	Mr Asif Ali			
Proprietor	Hounslow Jamia Masjid Trust			
Age range	3 to 11			
Number of pupils on roll	184			
	EYFS	58	Primary	126
Inspection dates	14 to 16 July 2021			

1. Background Information

About the school

- 1.1 Suffah Primary School is an independent co-educational day school for pupils aged between three and eleven. The school is located in the mosque complex of Hounslow in West London. The proprietor is the charitable trust that runs the mosque; oversight is through a board of governors nominated by the trust.
- 1.2 This is the first inspection by ISI. Previously, the school was inspected by Ofsted, most recently in January 2018.
- 1.3 During the period March to August 2020 the school remained open only for children of key workers and provided remote learning materials for all other pupils.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.8 The school aims to provide a happy, secure environment, in which children thrive and develop intellectually, emotionally, socially and physically, enabling them to make a positive contribution to their community.

About the pupils

- 1.9 All pupils are from Muslim families and live locally to the school. School data indicate that the ability of pupils is broadly average. No pupil has an education, health and care (EHC) plan. The school has identified 29 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional specialist help. English is an additional language (EAL) for all pupils, three of whom receive additional help with their English. The school has identified 19 pupils as being the more able in the school's population and the curriculum is modified for them, including 8 pupils who have special talents in art and sports.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Suitable provision is made for first aid. Pupils are properly supervised. A disability access plan is in place.
- 2.9 Arrangements to safeguard and promote the welfare of pupils are inadequate and do not have sufficient regard to current statutory guidance. The current published safeguarding policy does not correctly identify the safeguarding management structure and responsibilities in the school and there is no appropriately trained safeguarding lead for the EYFS.
- 2.10 Safeguarding leaders have not ensured that records of referrals relating to school staff and related documentation contain all relevant information, such as the outcome of the referral. The safeguarding log relating to pupil referrals does not contain sufficient detail to identify concerns and related actions or record a clear chronology of events, such as when the action was taken and whether this was timely. The school does not keep a record of physical restraint, as required by external safeguarding agencies following review. Referral records for staff and pupils are not stored securely.
- 2.11 Training in safeguarding is unsatisfactory in its outcomes, including for those named as having designated responsibilities, some of whose training has expired. Staff are unclear about the training they have received and their safeguarding responsibilities, in particular, with regard to recognising signs of abuse and reporting concerns, including peer-on-peer abuse, in particular the threshold for when bullying may become a safeguarding issue.
- 2.12 Safeguarding leaders have not ensured that pupils' welfare needs, including for children in the EYFS, are appropriately prioritised and supported. Current systems for pupils to express their worries and concerns are inadequate because they lack the confidence to do so, and evidence shows that when they do they are not always taken seriously or effective action is not taken. These shortcomings demonstrate that the review of safeguarding in the school is not effective.

- 2.13 Recruitment procedures relating to employment history, references and checks against the barred list have not always been undertaken before staff begin work at the school, including when staff Disclosure and Barring Service (DBS) checks are delayed. Written notification from external providers for staff working in regulated activity at the school, lacks appropriate confirmation that the required recruitment checks have been undertaken. Staff files do not consistently contain the requisite employment information.
- 2.14 Good behaviour is promoted and the school maintains individual records of serious sanctions. The school does not implement its behaviour policy effectively because it does not record behavioural incidents, including occasions where physical restraint is used in the EYFS, in such a way as to ensure that safeguarding implications can be recognised or to enable patterns of poor behaviour to be identified.
- 2.15 The school has a suitable anti-bullying strategy but this is not correctly implemented. Staff responsible for oversight of bullying lack a clear understanding of the thresholds for when bullying may become a safeguarding concern. Because incidents of bullying are not recorded separately from behaviour concerns there is no log of bullying incidents to enable patterns of bullying to be identified, to the detriment of pupils' welfare.
- 2.16 Health and safety requirements are met in some areas, but systems of oversight for health and safety matters are ineffective. The school has not ensured the site is appropriately secure or identified and rectified hazards.
- 2.17 Fire safety is not ensured. Closures fitted to fire exits contradict the school's own fire risk assessment guidance and have not been approved by external fire safety assessors.
- 2.18 The school does not always record the dates pupils join and leave the school on the admissions register.
- 2.19 The school has a suitable risk assessment policy but it is not implemented or monitored effectively. Risks identified on the school site have not all been effectively assessed and mitigated.
- 2.20 The standards relating to welfare, health and safety in paragraphs 13 and 14, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but those in paragraphs 7, 9 – 12, 15 and 16 are not met.**

Action point 1

The school must ensure that the safeguarding policy correctly reflects the safeguarding management arrangements in the school; that there is a suitably trained designated safeguarding lead for the EYFS; and that training for all those named as designated responsibilities is kept up to date [paragraph 7(a) and (b); EYFS 3.4, 3.5 and 3.7].

Action point 2

The school must ensure that external agencies are notified of safeguarding concerns about adults working in the school without delay and that documentation presents a clear chronology of any referral [paragraph 7(a) and (b); EYFS 3.4 and 3.7].

Action point 3

The school must ensure that information in the log of safeguarding concerns is adequately detailed and that concerns relating to pupils and those relating to any adults working in the school are kept separately [paragraph 7(a) and (b); EYFS 3.4 and 3.7].

Action point 4

The school must ensure that safeguarding records are appropriately stored [paragraph 7(a) and (b); EYFS 3.4 and 3.7].

Action point 5

The school must ensure that all staff fully understand the training they have received in safeguarding, including their responsibilities towards pupils and the welfare needs of children in EYFS [paragraph 7(a) and (b); EYFS 3.4, 3.6 and 3.7].

Action point 6

The school must ensure that pupils are able to express their worries and concerns freely, confident that they will be listened to and action will be taken [paragraph 7(a) and (b); EYFS 3.4 and 3.7].

Action point 7

The school must ensure that appropriate checks of references, employment history and against the barred list are undertaken prior to staff starting work, including when a DBS check has been delayed [paragraph 7(a) and (b); EYFS 3.7 and 3.9].

Action point 8

The school must ensure that written notification from external providers, whose staff are in regulated activity at the school, provides appropriate confirmation that the required recruitment checks have been undertaken for each named individual [paragraph 7(a) and (b); EYFS 3.7 and 3.9].

Action point 9

The school must ensure that all relevant and required information relating to recruitment checks is retained accurately in staff files [paragraph 7(a) and (b); EYFS 3.9].

Action point 10

The school must ensure that the annual review of safeguarding is sufficiently rigorous to identify and correct ineffective provision in the school [paragraph 7(a) and (b); EYFS 3.4 and 3.7].

Action point 11

The school must ensure that it implements its behaviour policy effectively by keeping suitable logs of serious incidents of poor behaviour to enable any safeguarding implications to be evident, and logs of physical restraint in the EYFS [paragraph 9(b); EYFS 3.52].

Action point 12

The school must implement its bullying procedures effectively, in particular it must ensure that staff, including those responsible for oversight of bullying incidents, have a clear understanding of thresholds where bullying may lead to safeguarding concerns; and keep a suitable, discrete log of bullying incidents [paragraph 10; EYFS 3.52].

Action point 13

The school must ensure that there is appropriate oversight of health and safety matters and rectify promptly any safety issues identified, in particular with regard to hazards [paragraph 11; EYFS 3.54].

Action point 14

The school must ensure that emergency fire exits are accessible at all times; and that the fire risk assessment accurately reflects the school procedures and is implemented effectively [paragraph 12; EYFS 3.55].

Action point 15

The school must ensure that the admissions register is properly maintained and contains the dates on which pupils enter and leave the school [paragraph 15; EYFS 3.72].

Action point 16

The school must ensure the effective implementation and monitoring of its risk assessment policy, including taking appropriate action to reduce risks that are identified [paragraph 16(a) and (b); EYFS 3.64].

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.21 The school has not undertaken all the required recruitment checks in a timely manner for all staff, including supply staff. Checks of qualifications, where appropriate, medical fitness, right to work, and overseas checks have not always been undertaken. In some cases where these checks were undertaken, it was not before staff began work at the school. A suitability check from the Secretary of State has not been sought for the chair of governors and overseas background checks have not been made on governors where relevant.
- 2.22 A central register of appointments is kept but information on the register is inaccurately recorded, including dates, or missing including: staff checks of qualifications, right to work and overseas checks; confirmation from the external provider of relevant checks on supply staff; and relevant checks on governors.
- 2.23 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18 to 21 are not met.

Action point 17

The school must ensure that all checks, including medical fitness, qualifications where appropriate, right to work and overseas checks have been completed before staff commence work at the school; that all relevant checks on members of the governing body are completed before appointment; [paragraph 18(2)(c)(ii, iii and iv), 18(2)(e) and (3); paragraph 19(2)(a)(i)(a, b and c) and 19(2)(d)(i); paragraph 20(5)(b)(ii), 20(5)(c)(i and ii), 20(6)(b)(iii), 20(6)(c), 20(8)(a and c); EYFS 3.9].

Action point 18

The school must ensure that the single central register is an accurate record of staff checks, including relevant dates [paragraph 21(3)(a)(iv, vii and viii), 21(5)(a)(i) and 21(6); EYFS 3.12].

PART 5 – Premises of and accommodation at schools

- 2.24 Appropriate accommodation for pupils' medical and therapy needs is provided. Acoustics and lighting are appropriate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.25 Toilet and washing facilities are inadequate in number and do not meet the needs of children in the EYFS. The premises are not maintained to a standard commensurate with health and safety. Supplies

of hot water are inadequate across the school and there has been no legionella testing undertaken for water safety, which renders the water supply unsuitable.

- 2.26 The standards relating to the premises and accommodation in paragraphs 24, 26, 27 and 29 are met, but those in paragraphs 23, 25 and 28 are not met.**

Action point 19

The school must ensure that toilet and washing facilities are adequate in number and meet the needs of children in the EYFS [paragraph 23(1)(a); EYFS 3.60].

Action point 20

The school must ensure that the premises are maintained to a standard commensurate with health and safety [paragraph 25; EYFS 3.54 and 3.62].

Action point 21

The school must ensure that handbasins have an adequate supply of hot water and that legionella testing is undertaken on water supplies [paragraph 28(1)(a)(b); EYFS 3.54].

PART 6 – Provision of information

- 2.27 A range of information is provided, published and made available to inspectors and the Department for Education. Information available in English includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.
- 2.28 The information provided published or made available to parents is not readily accessible to many parents because it is not made available in languages that represent the school's largest non-English speaking family groups. This was identified as a concern by parents in their responses to pre-inspection questionnaires and is supported by inspection evidence.
- 2.29 The standard relating to the provision of information in paragraph 32 is not met.**

Action point 22

The school must ensure that key information is provided or made available to parents on request, as relevant, in their home language should they request it [paragraph 32(1) (a) and (b); EYFS 3.73].

PART 7 – Manner in which complaints are handled

- 2.30 Parental complaints are handled in a timely manner. Each stage of the published complaints procedure has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant.
- 2.31 Records of complaints are not kept appropriately. For some complaints, the log inaccurately records information regarding the stage a complaint reached, the action taken and, whether or not a complaint was successful.
- 2.32 The standard relating to the handling of complaints in paragraph 33 is not met.**

Action point 23

The school must ensure that an accurate complaints log is maintained which clearly details the stage a complaint reaches, the action taken and whether or not a complaint is successful [paragraph 33(j),(i and ii); EYFS 3.74].

PART 8 – Quality of leadership in and management of schools

- 2.33 The proprietor has not ensured that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.
- 2.34 Oversight, policy implementation and management of safeguarding; health and safety; fire safety; behaviour and bullying procedures; maintenance of the admissions register; and risk assessment are inadequate. The school does not ensure that all suitability checks are undertaken on staff, supply staff and proprietors before their appointment. There are insufficient toilet and washing facilities for the needs of children in the EYFS. The premises and water supplies are not maintained to a suitable standard, so that as far as possible the health, safety and welfare of pupils is ensured. There is insufficient provision of information so that all parents can access and understand policies and procedures in their home languages. The recording of parents' complaints is inconsistent.
- 2.35 The standard relating to leadership and management of the school in paragraph 34 is not met.**

Action point 24

The school must ensure that persons with leadership and management responsibility demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the standards are consistently met and they actively promote the well-being of the pupils [paragraph 34(1)(a), (b) and c].

3. Inspection Evidence

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and a group of governors. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Sue Bennett	Reporting inspector
Mr Desmond Dunne	Assistant reporting inspector
Mr Nicholas Roddis	Compliance team inspector (Deputy head, IAPS school)