



**ISI** Independent  
Schools  
Inspectorate

**Advice Note for a Progress Monitoring Visit  
with a Material Change Visit**

**Suffah Primary School**

**February 2022**

## School's details

<b>School</b>	Suffah Primary School			
<b>DfE number</b>	313/6072			
<b>Charity number</b>	264824			
<b>Address</b>	1st Floor Hounslow Jamia Masjid and Islamic Centre 367 Wellington Road South Hounslow Middlesex TW4 5HU			
<b>Telephone number</b>	0208 5729817			
<b>Email address</b>	head@suffahprimaryschool.co.uk			
<b>Head</b>	Mr Asif Ali			
<b>Proprietor</b>	Hounslow Jamia Masjid Trust			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	171			
	<b>EYFS</b>	45	<b>Primary</b>	126
<b>Date of visit</b>	4 February 2022			

## 1. Introduction

### Characteristics of the school

- 1.1 Suffah Primary School is an independent co-educational day school. It is located in the mosque complex of Hounslow in west London. The proprietor is the charitable trust which owns the mosque; oversight is through a board of governors nominated by the trust.
- 1.2 All pupils are from Muslim families and live locally to the school. The school has identified 26 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional specialist help. No pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for all pupils, and they receive additional help with their English in lessons. The previous inspection was a regulatory compliance inspection in July 2021.

### Purpose of the visit

- 1.3 This was an unannounced progress monitoring visit at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the regulatory compliance inspection in July 2021.
- 1.4 Additionally, this visit served as a material change visit to assess the school's proposal to increase its capacity from 140 to 216. The visit focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the requirements of the Early Years Statutory Framework, in particular with regard to safeguarding and leadership and management.

Regulations which were the focus of the visit	Team judgements
Part 3, paragraph 7 (safeguarding); EYFS 3.4 to 3.7; 3.9	<b>Not met</b>
Part 3, paragraph 9 (behaviour); EYFS 3.53	<b>Met</b>
Part 3, paragraph 10 (bullying); EYFS 3.53	<b>Met</b>
Part 3, paragraph 11 (health and safety); EYFS 3.55	<b>Met</b>
Part 3, paragraph 12 (fire safety); EYFS 3.56	<b>Met</b>
Part 3, paragraph 15 (admission and attendance); EYFS 3.73	<b>Met</b>
Part 3, paragraph 16 (risk assessment); EYFS 3.65	<b>Met</b>
Part 4, paragraphs 18 to 21 (suitability of staff); EYFS 3.9 and 3.12	<b>Met</b>
Part 5, paragraphs 23 to 29 (premises and accommodation); EYFS 3.55, 3.61 and 3.63	<b>Met</b>
Part 6, paragraph 32 (provision of information); EYFS 3.74	<b>Met</b>
Part 7, paragraph 33 (complaints); EYFS 3.75	<b>Met</b>
Part 8, paragraph 34 (leadership and management)	<b>Not met</b>

## 2. Inspection findings

### Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7; EYFS 3.4 to 3.7; 3.9]

#### Safeguarding policy

- 2.1 The school meets the requirements.
- 2.2 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

#### Safeguarding implementation

- 2.3 The school does not meet the standard and the requirements.
- 2.4 Implementation of almost all aspects of the school's safeguarding procedures is effective in providing appropriate support for the needs of pupils, including children in the EYFS. In discussion staff showed effective understanding of their responsibilities, including with regard to child-on-child abuse. The staff interviewed show appropriate awareness of the staff code of conduct, whistleblowing policy and safeguarding procedures. They have a suitable knowledge of the thresholds for reporting potential issues and allegations of sexual harassment if any occurred. Staff are aware of who to go to if they have a concern or receive a disclosure and also that they can make a direct referral to children's services if necessary. Records show that they take appropriate action over known concerns when necessary.
- 2.5 The safeguarding policy correctly reflects the safeguarding management arrangements in the school; there is a suitably trained designated safeguarding lead for the EYFS. The training for those with specific safeguarding responsibilities is up to date and in line with local requirements and statutory guidance. Training in safeguarding for teaching and non-teaching staff is of sufficient quality and frequency. Central records of staff attendance at training are kept systematically.
- 2.6 The safeguarding policy includes suitable definitions of abuse and has been reviewed in line with updated statutory guidance. It provides appropriate guidance regarding possible abuse by one or more children against another child, including linking such abuse potentially to bullying. Discussion with safeguarding leaders and inspection of records confirmed that pupils receive help to address risks and prevent issues escalating. The designated safeguarding lead (DSL) acts on and refers the early signs of risk or need and monitors any potential for radicalisation. Records of safeguarding concerns are detailed and include low-level concerns. Those concerns relating to pupils and those relating to any adults working in the school are kept separately and securely.
- 2.7 The school has put in place procedures to enable pupils to express their worries and concerns freely, and to provide for the views of individual pupils to be listened to as required by *Keeping Children Safe in Education*. However, in discussions, pupils reported that although they were content to raise issues about, for example, playground equipment, they were reticent to share wider concerns about their physical and mental well-being. This is confirmed in written evidence from relevant records, in which pupils readily discuss material requests, but have not shared with leaders or staff anxieties about negative treatment some report they experience, and which they consistently expressed to the inspectors.
- 2.8 The safeguarding policy gives contact details for required local agencies. Effective and timely communication is maintained with parents. Pupils receive guidance on staying safe and show understanding of what they have been taught, including in relation to e-safety. Suitable recruitment procedures for staff are outlined within the safeguarding policy and detailed in a separate recruitment policy. All appropriate checks on the suitability of staff, proprietors and other adults have been

completed before they have taken up the role. 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. All relevant and required information relating to recruitment checks is retained accurately in staff files.

- 2.9 Suitable arrangements for handling allegations against staff, senior leaders or the governors and potential misconduct are included in safeguarding procedures; they include seeking immediate advice from the local authority designated safeguarding officer (LADO). Records show that external agencies are notified of safeguarding concerns about adults working in the school without delay and presents a clear chronology of any referral. The school understands its role in reporting any person to relevant regulatory bodies if circumstances require it.
- 2.10 A governor with appropriate expertise maintains a close working contact with the safeguarding leaders and annually uses the audit protocols of the local safeguarding partners to conduct a review of the effectiveness of the safeguarding arrangements. However, the review has been ineffective in identifying the shortcomings described above.

**Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9(b); EYFS 3.53] and for the same reason, bullying [ISSR Part 3, paragraph 10; EYFS 3.53]**

- 2.11 The school meets the standards and the requirements.
- 2.12 The school effectively implements its policies. Good behaviour is promoted, and bullying is prevented as far as is possible. Detailed recording enables all pastoral concerns to be logged for each pupil. All incidents of poor behaviour or conflict between pupils are considered as potential bullying and/or safeguarding issues, and trends analysed. Incidents are reported quickly and in detail, and evidence obtained impartially from those involved. Records show that parents are involved at an early stage and situations are closely monitored. Discreet action is taken, including support for alleged victims and perpetrators. Incidents when physical restraint have been used in the EYFS are recorded. The physical and mental health of pupils involved is given a high priority.
- 2.13 The arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers.

**Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11; EYFS 3.55]**

- 2.14 The school meets the standard and the requirements.
- 2.15 The proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy. Records show that testing of electrical, water and other utilities is regularly undertaken. Systematic records ensure trends are identified and steps taken to mitigate recurrence of any health and safety issues.
- 2.16 The arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers.

**Welfare, health and safety of pupils – fire safety [ISSR Part 3, paragraph 12; EYFS 3.56]**

- 2.17 The school meets the standard and the requirements.
- 2.18 The school has a fire risk (prevention) policy which includes the elimination or reduction of risks from dangerous substances. A fire risk assessment of all buildings has been undertaken by a suitably qualified person. Emergency exits are accessible at all times. Fire procedures are understood by, and training provided for, staff. Termly fire drills are carried out and recorded.

- 2.19 The arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers.

**Welfare, health and safety of pupils – admission and attendance registers [ISSR Part 3, paragraph 15; EYFS 3.73]**

- 2.20 The school meets the standard and the requirements.
- 2.21 The attendance and admissions registers are properly maintained. The admissions register contains the dates on which pupils enter and leave the school.

**Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16; EYFS 3.65]**

- 2.22 The school meets the standard and the requirements.
- 2.23 The risk assessment policy clearly describes the lines of responsibility and the approaches to be taken to identify and mitigate risk. There are appropriate assessments of risk for in-school activities, school visits, and for the needs of individual pupils. Appropriate action is taken to mitigate risks identified.
- 2.24 The arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers.

**Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21; EYFS 3.9 and 3.12]**

- 2.25 The school meets the standards and the requirements.
- 2.26 All the required checks on staff and governors are carried out and completed before they take up their posts. The school does not employ supply staff. Contractors send the school up-to-date information on checks they have undertaken on their employees, and the school makes appropriate further checks on arrival.
- 2.27 The arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers.
- 2.28 The school maintains correctly an accurate single central register of appointments which includes the dates on which all checks have been completed. A governor with appropriate skills regularly checks the register for accuracy.

**Premises and accommodation – [ISSR Part 5, paragraph 23–29; EYFS 3.55, 3.61 and 3.63]**

- 2.29 The school meets the standards and the requirements.
- 2.30 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. Toilet and washing facilities are adequate in number and meet the needs of children in the EYFS. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; and water provision is adequate with suitable legionella checks undertaken. Suitable outdoor space is provided for physical education and outdoor play.
- 2.31 The provision is sufficient to meet the needs of the envisaged increase in pupil numbers. There are sufficient classroom and EYFS accommodation, facilities and class resources to meet the proposed increase.

**Provision of information [ISSR Part 6, paragraph 32; EYFS 3.74]**

- 2.32 The school meets the standard and the requirements.
- 2.33 The school meets the requirements for providing information to parents. Particulars of the arrangements for safeguarding are published on the school's website. The website states that information can be made available to parents in their home language should they request it and such requests are met appropriately.

**Manner in which complaints are handled [ISSR Part 7, paragraph 33; EYFS 3.75]**

- 2.34 The school meets the standard and the requirements.
- 2.35 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, clearly detailing the stage a complaint reaches and including any action taken, whether or not a complaint is successful.

**Quality of leadership and management [ISSR Part 8, paragraph 34]**

- 2.36 The school does not meet the standard.
- 2.37 The schools' leadership has sought and taken professional advice effectively following the previous inspection and has rapidly and successfully implemented its action plan in almost all areas. Discussions with governors, senior leaders, staff and an analysis of procedures and protocols suggest no contrary evidence to these changes being sustained, including when pupil numbers are increased.
- 2.38 To a great extent, those with leadership and management responsibilities demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the standards are met. The school has introduced mechanisms by which pupils could express their worries and concerns freely, feeling confident that they would be listened to and action would be taken. However, discussions with pupils gave a consistent message that pupils perceive that the school's prevailing culture is not one in which they can easily or confidently do this. The school's leadership has not been sufficiently cognisant of pupils' perceptions, and in this way has not fully understood or implemented statutory guidance or fully promoted the well-being of the pupils. The annual review of the effectiveness of safeguarding arrangements has not been effective in allowing these perceptions to be articulated.

### 3. Regulatory action points

3.1 The school does not meet all of the requirements of the Education (Independent School Standards) Regulations 2014 and requirements of the Early Years Statutory Framework and should take immediate action to remedy deficiencies as detailed below.

#### **ISSR Part 3, Welfare, health and safety, paragraph 7**

- The school must ensure that a culture is developed in which pupils can freely and without reticence share concerns about all aspects of their well-being [paragraph 7(a) and (b); EYFS 3.4, 3.6 and 3.7].
- The school must ensure that the review of safeguarding arrangements includes an effective and independent review of pupils' perceptions about their well-being [paragraph 7(a) and (b); EYFS 3.4, 3.6 and 3.7].

#### **ISSR Part 8, Leadership and management, paragraph 34**

- The school must ensure that persons with leadership and management responsibility demonstrate good skills and knowledge, fulfil their responsibilities effectively, and actively promote the well-being of the pupils. In particular, they must review and remedy the structural and/or behavioural barriers that currently prevent pupils from sharing their concerns effectively [paragraph 34(1)(a), (b) and (c)].



#### **4. Recommendation with regard to material change request**

- 4.1 As the school had not addressed all aspects of its action plan at the time of the inspection visit, the material change cannot be recommended at this point.
- 4.2 However, if the action points above have been addressed successfully, and based upon the progress made to date, it is likely that the material change will be recommended at that point.

## **5. Summary of evidence**

- 5.1 The inspectors held discussions with the head, assistant head, and other members of staff and met with a group of governors. They visited different areas of the school and talked with groups of pupils. They scrutinised a range of documentation, records and policies.