

# School inspection report

7 to 9 November 2023

## **Suffah Primary School**

1st Floor

Hounslow Jamia Masjid and Islamic Centre

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Hounslow

Middlesex

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The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

## Contents

<b>SUMMARY OF INSPECTION FINDINGS .....</b>	<b>3</b>
<b>THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....</b>	<b>4</b>
AREAS FOR ACTION .....	4
RECOMMENDED NEXT STEPS.....	5
<b>SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....</b>	<b>6</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	7
<b>SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION .....</b>	<b>8</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION .....	9
<b>SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING.....</b>	<b>10</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING .....	11
<b>SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....</b>	<b>12</b>
THE SCHOOL MEETS THE STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	12
<b>SAFEGUARDING .....</b>	<b>13</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING .....	13
<b>SCHEDULE OF UNMET STANDARDS .....</b>	<b>15</b>
<i>Section 1: Leadership and management, and governance.....</i>	<i>15</i>
<i>Section 2: Quality of education, training and recreation.....</i>	<i>15</i>
<i>Section 3: Pupils’ physical and mental health, and emotional wellbeing .....</i>	<i>17</i>
<i>Section 4: Pupils’ social and economic wellbeing and contribution to society .....</i>	<i>17</i>
<i>Safeguarding .....</i>	<i>17</i>
<b>SCHOOL DETAILS .....</b>	<b>23</b>
<b>INFORMATION ABOUT THE SCHOOL.....</b>	<b>24</b>
<b>INSPECTION DETAILS .....</b>	<b>25</b>

## Summary of inspection findings

1. The leadership, governance and management of the school have recently undergone significant change. Many staff and governors are new in post this academic year. Previous postholders left between March and July 2023. There is limited access to systems and records prior to September 2023 and many records are non-existent. Governors and leaders have plans to tackle the situation, but management roles in the school are being undertaken by staff without the necessary knowledge, experience or expertise to fulfil their responsibilities effectively. Although leaders' action plans indicate how leaders intend to meet the requirements of the Standards and regulations, insufficient time and resources have been allocated to ensure the planned actions are implemented effectively.
2. Leaders have experienced difficulty in recruiting and retaining suitably trained and experienced staff. This has meant that some pupils' education, training and recreation are adversely affected by a lack of skilled teachers and an inconsistent approach to teaching and managing behaviour. In some lessons pupils make little or no progress. There are suitable schemes of work and curriculum plans for most subject areas, but leaders have not checked the effectiveness of the teaching elements of personal, social, health and economic education (PSHE) and pupils' progress in social and economic development and understanding. Pupils have a limited knowledge of the future options open to them for secondary education. There is no scheme of work that is followed for physical education (PE). As a result, pupils do not develop their skills and make little progress. Governors and leaders ensure the provision for children in the early years meets the requirements of the early years foundation stage framework.
3. Leaders have ensured that pupils' spiritual and moral understanding is reinforced by the Islamic values which underpin the school's ethos. These values are regularly affirmed through congregational prayer and assemblies and are embodied in the positive relationships between pupils and adults in the community. The mosque is an integral part of the school and its daily activities. Pupils have a secure understanding of the nature and context of their own religion and are taught to respect others' cultures and faiths.
4. Pupils have a well-developed ability to distinguish right from wrong. They have a strong moral code and understand the role of civil and criminal law in resolving disputes and redressing wrongdoing in wider society. The school actively promotes a values-based curriculum, reflecting its Islamic ethos.
5. Leaders and managers have not treated health and safety matters with the necessary rigour that is required. There is a lack of understanding about how to manage risks to pupils' safety. There is a poor understanding of the checks that need to be undertaken when appointing new staff, supply staff and proprietors. The single central record of appointments (SCR) is not maintained as required, and there is insufficient evidence in staff files to support entries in the school's record of appointments and recruitment checks.
6. Arrangements to safeguard and promote the welfare of pupils are not effective. Leaders have trained staff but have not checked that staff use this training effectively in practice. Leaders are not confident that all staff will follow correct procedures or practice. The published safeguarding policy was not up to date on the website. It had not been reviewed in a timely way.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are not met consistently.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met consistently.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not met.

### Areas for action

- The proprietor must ensure that those with leadership and management responsibilities:
  - demonstrate good skills and knowledge appropriate to their roles
  - fulfil their responsibilities effectively so that all the Independent School Standards are met consistently; and
  - actively promote the wellbeing of pupils.
- Leaders and managers in the school must ensure that the curriculum:
  - is supported by appropriate plans and schemes of work for all subjects which take into account the needs of all pupils
  - provides opportunities for all pupils to experience physical education
  - provides all pupils with the opportunity to learn and make good progress.
- Leaders and managers must ensure that the quality of teaching:
  - enables all 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
  - involves well-planned lessons and effective teaching methods, activities and management of class time
  - 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
  - utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.
- The proprietor must ensure that relevant health and safety laws are implemented effectively with respect to fire safety and first aid.
- The proprietor must ensure that:
  - the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
  - appropriate action is taken to reduce risks that are identified.

- The proprietor must ensure that:
  - leaders develop a good understanding of the checks which should be carried out when appointing new staff, supply staff and proprietors
  - all required checks are undertaken before staff start working at the school
  - an accurate record of the checks undertaken is maintained in the single central record
  - evidence to support the checks recorded in the single central record is maintained in staff files.
- Leaders and managers must ensure that:
  - the safeguarding policy is always updated to reflect the most recent statutory guidance
  - staff are adequately trained and are familiar with the procedures to follow in order to safeguard pupils.

### Recommended next steps

- Leaders should ensure that there is someone with sufficient training and expertise to advise staff and to address the needs of pupils who have special educational needs and or disabilities (SEND).
- Leaders should monitor the effectiveness of the teaching and pupils' understanding and knowledge of social and economic wellbeing.
- Leaders should develop and evaluate pupils' awareness of future options available to them.

## Section 1: Leadership and management, and governance

7. Although aware of its responsibilities, the governing body has not provided adequate oversight or sufficient resources during the recent period of upheaval and disruption to staffing. Access to systems and records prior to September 2023 is limited and many records are non-existent. Governors have not provided sufficient support to the school's leaders, who do not have the necessary knowledge, experience or expertise to fulfil their responsibilities effectively. Governors and leaders have identified what needs to be done and have plans to address issues within the school, but insufficient time and resources have been allocated to putting these plans into action. As a result, the school does not meet all the Independent School Standards consistently and is not actively promoting the wellbeing of the pupils.
8. Leaders and staff do not have a sufficient understanding of the important aspects of safeguarding. Many staff are unclear of their roles and responsibilities. There is a lack of training records and minutes from meetings to demonstrate that appropriate safeguarding training has taken place. Leaders do not fully understand what checks are required to ensure the suitability of newly appointed staff. Many of the required recruitment checks have not been carried out. The single central record of appointments is incomplete and staff files do not contain evidence that the required checks have been undertaken.
9. The school's religious aims and ethos are well established, are made available in writing to parents and staff, and are known by pupils. It aims to achieve excellence, to provide a safe and creative environment and a stimulating, diverse and enriching curriculum. However, these aims are not being fulfilled in practice. Leaders provide appropriate information including about school policies to parents. Records for the current term show that complaints are being handled appropriately in line with the complaints policy.
10. Leaders have rightly identified that there are unmet Standards and have a suitable action plan in place. Actions to rectify these failings have been identified but have not been implemented. Pupils' mental health and emotional wellbeing are actively promoted, but their physical health and recreation needs are not.
11. There is no clear oversight or leadership of the planned curriculum. There are limited opportunities for pupils to learn and develop in PE, music and art. There is no monitoring or development of the curriculum or analysis of the pupils' achievement in each subject area.
12. Since September 2023, leaders have started to work with other agencies to promote and benefit the wellbeing of pupils. Leaders are aware of the need to develop more effective and productive working relationships with external agencies regarding safeguarding all pupils.
13. Leaders ensure respect for the differences between people. They have drawn up a disability access plan. They meet the requirements of the Equality Act 2010.
14. Governors have not ensured that leaders and managers have the skills, knowledge and understanding to promote the wellbeing of all pupils by taking a strategic, comprehensive and inclusive approach to identifying and managing risk. The newly appointed headteacher and new chair of governors have started the process of identifying risks but are not sufficiently well resourced to manage these risks and take appropriate action. Risks involving health and safety have not been

fully identified or managed. Leaders have not, for example, taken the necessary precautions to protect pupils from the risk from fire.

### **The extent to which the school meets Standards relating to leadership and management, and governance**

15. Standards are not met consistently with respect to leaders' knowledge and understanding, management of the curriculum and teaching, safeguarding, health and safety, fire safety, first aid, risk assessment, the checking of the suitability of staff, supply staff and proprietors and the maintenance of a single central record of appointments.
16. As a result, standards relating to governance, leadership and management are not met.
- 17. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

## Section 2: Quality of education, training and recreation

18. The education, training and recreation of some pupils are adversely affected by a lack of skilled teachers and a very varied approach to teaching. There are suitable schemes of work and curriculum plans for most subject areas, but oversight by curriculum leaders is lacking. Governors and leaders ensure the provision for children in the early years meets the requirements of the early years foundation stage framework.
19. Leaders have not ensured that there is someone with sufficient training and expertise to advise staff about how to address the needs of pupils who have SEND. As a result, these pupils do not receive appropriate support. Some pupils with SEND have individual learning plans. However, these plans are not up to date nor do they consider the advice of experts, for example that provided by educational psychologists. In the Nursery and Reception classes, adults provide individual support which enables children of all abilities to learn and make good progress.
20. Pupils speak confidently and clearly. The quality of their written work is more varied, but all pupils show pride in their writing. Some pupils develop their use of strong descriptive language, use extended vocabulary and write well in English. Older pupils read from age-appropriate texts and answer complex comprehension questions well. They enjoy studying a variety of books, such as *The Mystery of the London Eye* and *Rose Blanche*. Children in the early years develop their communication skills, but occasions are missed to develop their language skills when children participate in more functional activities. Teachers do not always manage time in lessons well.
21. In mathematics, most pupils make progress across a range of topics such as shape and space. Teachers provide extension materials so that pupils deepen their understanding. Older pupils choose activities of varying difficulty so they have sufficient time to practise and develop their skills. However, this is not the same across all subjects. Pupils have very limited experience in art, technology, music or sport with few opportunities to enjoy the more practical elements of the curriculum. Pupils enjoy working on projects where they have opportunity to practise and extend their own thinking. They speak with pleasure about topics such as Black History month where they research and write about the first muezzin. Through topics such as ‘people who help us’, children in the early years learn about the roles that adults perform in society and think about their own futures. Pupils learn about British values through the personal, social, health and economic (PSHE) curriculum and when celebrating key events such as the coronation.
22. There is a framework to check pupils’ work and their progress. Their achievement is reported to parents and compared with national expectations. Teachers provide pupils with feedback which is constructive. Pupils reflect on their work and understand how well they have done and what they need to do to improve. For some pupils, there is a lack of challenge and appropriate tasks which means that these pupils do not make as much progress as they could. Pupils themselves have a desire to work harder and achieve more.
23. Pupils want to learn and listen well in lessons. They are motivated by the range of rewards such as golden time, stickers and ‘star of the week’ awards. Many answer questions enthusiastically. At times, pupils show frustration due to some noisy or disruptive behaviour which stops them learning. In some lessons, the quality of learning is hindered by the inability of inexperienced staff to manage low-level poor behaviour or to set appropriate activities that matches pupils’ needs and abilities.



24. Pupils participate in adult-led outdoor physical activities but there are limited resources, which means that pupils have little opportunity to use equipment or develop a range of skills. There are no recreational activities outside the school day or after-school clubs to broaden opportunities or develop recreational experiences.

### **The extent to which the school meets Standards relating to the quality of education, training and recreation**

25. Standards are not met consistently with respect to the curriculum policy, plans and schemes of work. They do not consider the ages, aptitudes and needs of all pupils nor provide them with the opportunity to learn and make progress.

26. Standards are not met consistently with respect to the breadth of the curriculum. Pupils have few opportunities to gain skills and understanding in physical education, music, technology and art.

27. Standards are not met consistently with respect to the quality of teaching enabling pupils to acquire new knowledge and make good progress. Standards are not met consistently with respect to well-planned lessons, effective teaching methods, a good understanding of the aptitudes, needs and prior attainments of the pupils, and effective strategies for managing behaviour.

**28. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

## Section 3: Pupils' physical and mental health and emotional wellbeing

29. Pupils' spiritual and moral understanding is developed in the context of the faith ethos, which permeates all aspects of school life. Leaders regularly affirm the Islamic values through congregational prayers and assemblies, and in the positive relationships between pupils and adults in the community.
30. Relationships between pupils are positive. Pupils communicate confidently and respectfully with adults and mix well with each other when working in groups. Tolerance and respect are an important part of pupils' Islamic learning, and pupils appreciate why other religions and beliefs are important. Pupils follow a scheme of work in PSHE, which includes suitable provision for relationships and sex education. Pupils are encouraged to have respect for others, in an age-appropriate way.
31. Pupils understand the behaviour policy. They are supervised closely at play times. They comment on the fairness of some staff but state that this is not consistent across all staff members. The absence of records of both sanctions and rewards means that leaders cannot identify trends or patterns and address any shortcomings or emerging themes. Pupils show a clear understanding of bullying and know that they would speak to staff and are confident that any bullying would be dealt with quickly.
32. All pupils demonstrate an understanding of how to stay healthy. Children in the early years, for example, explain how to have healthy, happy, smiley teeth and why they should not have too much sugar. Pupils are encouraged to bring healthy snacks to school, although the school lunches are limited in terms of choices and healthier options. Pupils know that it is important for them to have physical exercise, but opportunities for them to take part in competitive sport and wider participatory activities do not currently exist.
33. Health and safety practice is not treated with the necessary rigour that is required. There are daily risk assessments of the premises which identify maintenance issues, but these are not dealt with promptly. There is a suitable risk assessment policy but it is not implemented nor monitored effectively. Whole-school risks have not all been assessed and mitigated effectively. Leaders could not provide an up-to-date fire risk assessment, nor show that fire doors, signage and lighting have been checked appropriately. Fire practices have not been held sufficiently regularly to give confidence that all pupils would know what to do in the event of fire. Attendance and admission registers are properly maintained and stored.
34. Leaders provide suitable medical accommodation to care for pupils who become unwell, but first aid is not administered by suitably trained staff. No member of staff in the early years has the necessary up-to-date paediatric first-aid training. This leaves pupils vulnerable should anyone fall ill. Eleven members of staff were undergoing first-aid training, but this had not been completed by the end of the inspection.
35. Pupils' mental and emotional health and wellbeing are supported through the school's curriculum. In assemblies and at prayer time, pupils reflect on the school aims and the theme of the week. Staff in the early years help children settle in and learn routines through a well-established induction process. Staff know about individual children's needs, including by carrying out home visits prior to children starting in the Nursery.

36. Pupils are given opportunities to discuss concerns confidentially and, in the week of the inspection, had been given the facility to report concerns anonymously, but as this has only been recently introduced, leaders are therefore unaware of the potentially negative experiences of pupils.

### **The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing**

37. Standards are not met with respect to relevant health and safety laws, fire safety, first aid and risk assessment.

**38. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

## Section 4: Pupils' social and economic education and contribution to society

39. Leaders have implemented a curriculum that has opportunities for pupils to learn about life in modern society and the wider world. Pupils are socially aware and are confident in their place in the world. Teachers use topic work and book studies to relate subject matter to wider themes and to contrasting cultures. British values are woven into the schemes of work and encourage respect for other people. Economic awareness is also included. For example, pupils learn how money is used in shops. There are currently no procedures to assess pupils' understanding and to monitor the effectiveness of provision.
40. Pupils are aware of the similarities and differences between their own and other religions but said that they would like more interaction with people of different faiths so that they can deepen their understanding. Children in the early years experience a programme of activities to help their social development. As a result, children learn how to manage their own behaviour and are sensitive to others' needs.
41. The school actively promotes a values-based curriculum. Pupils have a strong moral code based on the teaching of their religion. They distinguish right from wrong and understand the role of civil and criminal law. Pupils appreciate the need for rules and laws to help maintain a peaceful society. They can reflect on their own behaviour and understand the need for sanctions.
42. Leaders and managers have planned to widen pupils' awareness of a broad range of careers options so that they can make informed choices for the next stage of their education, but this is not implemented.
43. Pupils are aware of the need to think about society outside of their immediate vicinity. For example, they have raised money for olive trees in Palestine, Libya and Morocco where there were floods and earthquakes. They used the giving boxes in the school to collect money, and pupils clearly explain that this fundraising is called 'zakat' and is one of the pillars of Islam. They are proud of their contributions to charity work. Pupils begin to develop their leadership skills having been voted into positions as prefects or school council members. They are involved in improving aspects of school life such as reinstating 'star of the week' or setting up a rota for playing football at lunchtime.

### The school meets the Standards relating to pupils' social and economic education and contribution to society.

- 44. All the relevant Standards are met.**

## Safeguarding

45. Arrangements to safeguard and promote the welfare of pupils are not effective. Leaders have trained staff and are working to promote a culture of openness and an understanding that ‘it could happen here’. However, the training is not well established. Leaders are not confident that all staff will follow the correct procedures or practice. Leaders have started to develop working relationships with external agencies, but these are not sufficiently developed. Referrals to children’s services, the local authority designated officer and the police have not always been made in a timely manner in the past, but the school is seeking to improve this going forward.
46. The school’s published safeguarding policy was out of date. It required updating at the beginning of the inspection to bring it into line with the most recent guidance.
47. Leaders ensure that all staff and volunteers receive safeguarding training when they join the school, and this is updated at regular intervals. Those with designated safeguarding lead responsibilities receive appropriate training. However, staff are not secure with recent changes to statutory guidance. For example, they are not clear about the increased importance of filtering and monitoring pupils’ internet usage. Staff have had some training in the prevention of extremism and completed a short course on radicalisation last term, but are not confident about some aspects of this, including reporting concerns.
48. Pupils can share concerns confidentially and subsequent action is taken to address issues. Pupils state that issues they raise are resolved in a timely manner. An ‘anonymous’ box was very recently re-introduced to add a further level of support for individual pupils.
49. Leaders are aware of the potentially vulnerable nature of pupils who have SEND, but since not all pupils with these needs have been identified, leaders cannot take appropriate steps to ensure that their special educational need and/or disability is effectively taken into account.
50. Pupils feel safe physically and emotionally, and say they can raise concerns with any member of staff. They know how to stay safe online and understand methods of self-protection and safe practice.
51. Reported safeguarding concerns are now acted upon promptly. Record keeping for individual safeguarding cases is kept sufficiently well and governors have oversight of this process. The annual audit of safeguarding is planned. There is no evidence of previous reviews of safeguarding processes to ensure they are secure.
52. Leaders do not have a secure understanding of the necessary checks that are required when employing new staff. Many of the required checks have not been carried out. Evidence of the checks which have been carried out has not been included in staff files. The single central record of appointment checks has not been completed fully, and many entries are undated. Leaders do not have a secure system to regularly monitor recruitment checks. Therefore, there is no confidence that all the necessary safeguarding and suitability checks have been completed on staff who work at the school.

### The extent to which the school meets Standards relating to safeguarding

53. Standards are not met with regard to arrangements to safeguard and promote the welfare of pupils.

54. Standards are not met with regard to the suitability of persons appointed as members of staff, supply staff and the members of the governing body.
55. Standards are not met with regard to the single central record of appointments.
- 56. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

## Schedule of unmet Standards

### Section 1: Leadership and management, and governance

The relevant Standards are not met.

Paragraph number	Standard
Part 3, paragraph 16	The standard in this paragraph is met if the proprietor ensures that –
16(a)	the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
16(b)	appropriate action is taken to reduce risks that are identified
Part 8, paragraph 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; and
34(1)(c)	actively promote the wellbeing of pupils

### Section 2: Quality of education, training and recreation

The relevant Standards are not met consistently.

Paragraph number	Standard
Part 1 paragraph 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)(a)	full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
2(2)(h)	that all pupils have the opportunity to learn and make progress

Part 1, paragraph 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(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(e)	demonstrates good knowledge and understanding of the subject matter being taught
3(h)	utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.
EYFS 1.11	Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children’s development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.
EYFS 1.14	This framework does not prescribe a particular teaching approach. Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children’s interests, responding to each child’s emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.
EYFS 1.15	In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.



### Section 3: Pupils' physical and mental health, and emotional wellbeing

The relevant Standards are not met consistently.

Paragraph number	Standard
Part 3, paragraph 11	The standard in this paragraph is met if 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.
Part 3, paragraph 12	The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
Part 3, paragraph 13	The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
EYFS 3.25	At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings.
EYFS 3.56	Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and must have emergency evacuation procedure. Providers must have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order. Fire exits must be clearly identifiable, and fire doors must be free of obstruction and easily opened from the inside.

### Section 4: Pupils' social and economic wellbeing and contribution to society

The relevant Standards are met.

#### Safeguarding

The relevant Standards are not met.

Paragraph number	Standard
Part 3, paragraph 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.
Part 4, paragraph 17	The standards about the suitability of staff, supply staff and proprietors are contained in this part
Part 4, paragraph 18(1)	The standard in this paragraph relates to the suitability of persons appointed as members of staff at the school, other than the proprietor

	and supply staff.
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 Education and Inspections Act 2006 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 Education and Skills Act 2008 or section 142 of the Education Act 2002, 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)(ii)	the person’s medical fitness
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
18(3)	The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person’s appointment.
Part 4, paragraph 19(1)	This paragraph relates to the suitability of supply staff at the school.
19(2)	The standard in this paragraph is met if –
19(2)(a)	a person offered for supply by an employment business to the school only begins to work at the school if the proprietor has received –
19(2)(a)(i)	written notification from the employment business in relation to that person –
19(2)(a)(i)(aa)	that the checks referred to in paragraph 21(3)(a)(i) to (iv), (vii) and (b) have been made to the extent relevant to that person

19(2)(a)(i)(bb)	that, where relevant to that person, an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check; and
19(2)(a)(i)(cc)	if the employment business has obtained such a certificate before the person is due to begin work at the school, whether it disclosed any matter or information; and
19(2)(a)(i)(dd)	that, where that person is one 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, it or another employment business has obtained such further checks as appropriate, having regard to any guidance issued by the Secretary of State; and
19(2)(a)(ii)	a copy of any enhanced criminal record certificate obtained by an employment business before the person is due to begin work at the school;
19(2)(b)	a person offered for supply by an employment business only begins work at the school if the proprietor considers that the person is suitable for the work for which the person is supplied;
19(2)(c)	before a person offered for supply by an employment business begins work at the school the person's identity is checked by the proprietor of the school (irrespective of any such check carried out by the employment business before the person was offered for supply);
19(2)(d)	the proprietor, in the contract or other arrangements which the proprietor makes with any employment business, requires the employment business to provide –
19(2)(d)(i)	the notification referred to in paragraph (a)(i); and
19(2)(d)(ii)	a copy of any enhanced criminal record certificate which the employment business obtains in respect of any person whom the employment business supplies to the school; and
19(3)	Except in the case of a person to whom sub-paragraph (4) applies, the certificate referred to in sub-paragraph (2)(a)(i)(bb) must have been obtained not more than 3 months before the date on which the person is due to begin work at the school.
Part 4, paragraph 20(4)	Sub-paragraphs (5) to (8) relate to the suitability of the proprietor where the proprietor is a body of persons corporate or unincorporate
20(5)	The standard in this paragraph is met in relation to an individual who is the chair of the school if –
20(5)(a)	the individual –
20(5)(a)(i)	is not barred from regulated activity relating to children in accordance

	with section 3(2) of the Education and Inspections Act 2006 where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and
20(5)(a)(ii)	does not carry out work, or intend 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 Education and Skills Act 2008 or section 142 of the Education Act 2002 or any disqualification, prohibition or restriction which takes effect as if contained in either such direction.
20(6)	The standard in this paragraph is met in relation to an individual ('MB'), not being the Chair of the school, who is a member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if –
20(6)(a)	MB –
20(6)(a)(i)	is not barred from regulated activity relating to children in accordance with section 3(2) of the Education and Inspections Act 2006 where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and
20(6)(a)(ii)	does not carry out work, or intend 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 Education and Skills Act 2008 or section 142 of the Education Act 2002 or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
20(6)(b)	subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB –
20(6)(b)(i)	where relevant to the individual, an enhanced criminal record check
20(6)(b)(ii)	checks confirming MB's identity and MB's right to work in the United Kingdom; and
20(6)(b)(iii)	where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB's suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State; and, where an enhanced criminal record check is made, the Chair obtains an enhanced criminal record certificate relating to the individual
Part 4, paragraph 21(1)	The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in subparagraphs (3) to (7) as is applicable to the school in question.
21(2)	The register referred to in sub-paragraph (1) may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form.

21(3)	The information referred to in this sub-paragraph is –
21(3)(a)	in relation to each member of staff ('S') appointed on or after 1 <sup>st</sup> 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 Education and Inspections Act 2006
21(3)(a)(iii)	a check was made to establish whether S is subject to any direction made under section 128 of the Education and Skills Act 2008 or section 142 of the Education Act 2002 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) including the date on which each such check was completed or the certificate obtained; and
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(5)	The information referred to in this sub-paragraph is, in relation to <b>supply</b> staff –
21(5)(a)	whether written notification has been received from the employment business that –
21(5)(a)(i)	checks corresponding to those referred to in sub-paragraph (3)(a)(i) to (iv), (vi) and (vii) have been made to the extent relevant to any such person; and
21(5)(a)(ii)	an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check together with the date the written notification that each such check was made, or certificate obtained, was received
21(5)(b)	whether a check has been made in accordance with paragraph 19(2)(e) together with the date the check was completed; and
21(5)(c)	where written notification has been received from the employment business in accordance with a contract or other arrangements referred to in paragraph 19(2)(d) that it has obtained an enhanced criminal record

	certificate, whether the employment business supplied a copy of the certificate to the school
21(6)	The information referred to in this sub-paragraph is, in relation to 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.

## School details

<b>School</b>	Suffah Primary School
<b>Department for Education number</b>	313/6072
<b>Registered charity number</b>	264824
<b>Address</b>	Suffah Primary School 1st Floor Hounslow Jamia Masjid and Islamic Centre 367 Wellington Road South Hounslow Middlesex TW4 5HU
<b>Phone number</b>	0208 572 9817
<b>Email address</b>	office@suffahprimaryschool.co.uk
<b>Website</b>	<a href="https://suffahschool.hounslow.sch.uk">https://suffahschool.hounslow.sch.uk</a>
<b>Proprietor</b>	Hounslow Jamia Masjid Trust
<b>Chair</b>	Mr Kashif Nawaz
<b>Headteacher</b>	Mr Ali Awan
<b>Age range</b>	3 to 11
<b>Number of pupils</b>	145
<b>Date of previous inspection</b>	18 November 2022

## Information about the school

57. 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.
58. Since the previous inspection, both the headteacher and chair of governors are new in post. Previous postholders left between March and July 2023.
59. The school has identified eight pupils as having special educational needs and/or disabilities. No pupil in the school has an education, health and care (EHC) plan.
60. English is an additional language for all pupils.
61. The school states that its aims are to achieve excellence in an inspiring, safe and creative environment; to provide a stimulating, diverse and enriching curriculum; and to nurture pupils to have impeccable Islamic character and to be exemplary British citizens.



## Inspection details

### Inspection dates

7 to 9 November 2023

62. A team of three inspectors visited the school for two and a half days.

63. Inspection activities included:

- observation of lessons
- discussions with pupils
- scrutiny of samples of pupils' work
- discussions with members of staff
- discussions with a group of governors
- observation of break and lunchtimes
- attendance at congregation and registration
- scrutiny of curriculum and other documentation made available by the school.

64. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

**How are association independent schools in England inspected?**

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
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**Independent Schools Inspectorate**

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