

# Harrow Primary School

80–82 Gayton Road, Harrow, London HA1 2LS

## Inspection dates

10–12 January 2017

<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	<b>Inadequate</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Inadequate</b>
Outcomes for pupils	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Adequate

## Summary of key findings for parents and pupils

### This is an inadequate school

- School leaders and governors have not ensured that the independent school standards are met.
- School leaders and governors have not made sure that pupils are safe because they have not completed all the appropriate vetting checks on staff.
- Leaders do not follow the school's safeguarding policy. They are unclear about their roles and responsibilities and have not referred concerns to the local authority.
- School leaders do not keep an accurate admission register. They do not follow up when pupils leave the school.
- Leaders do not analyse attendance correctly and are unclear about how often pupils are absent from school.
- Teaching, learning and assessment require improvement. There is too much inconsistency across subjects and year groups, which leaders have not addressed.
- Teachers do not set challenging enough work for pupils, particularly the most able. As a result, pupils make less progress than they should.
- Pupils do not make enough progress in reading.

### The school has the following strengths

- Governors and the new headteacher have a clear vision for pupils to grow up and contribute to society, as British citizens and as members of the Muslim community.
- Pupils' behaviour is good. They have positive attitudes to learning and conduct themselves well around the school.
- By the end of Year 6, pupils make good progress in mathematics.
- Leaders encourage pupils to develop their imagination and creativity. As a result, the quality of their creative writing is high.
- Staff morale is high. They are very supportive of the new headteacher.
- School leaders provide a range of opportunities for pupils to develop their understanding of British values.

### Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

## Full report

### What does the school need to do to improve further?

- Improve leadership and management by ensuring that:
  - all the appropriate vetting checks on all staff are completed in a timely way according to statutory guidance and recorded on the single central register
  - all staff are trained and kept up to date with the latest statutory safeguarding guidance
  - roles and responsibilities for safeguarding and other aspects of leadership and management are made clear to staff
  - leaders follow the school's safeguarding policy and statutory guidance when responding to concerns
  - the admission register is kept in a manageable form so that leaders are sure of the school roll and the destinations of leavers are followed up to ensure that pupils are not missing from education
  - pupils' attendance is analysed correctly.
- Improve teaching, learning and assessment by ensuring that:
  - teachers make better use of pupils' progress information to plan learning activities which are appropriately challenging, especially for the most able pupils
  - leaders use the existing systems for monitoring teaching and learning more rigorously, so that staff receive more detailed and constructive feedback on their teaching to help them improve.
- Improve outcomes for pupils by ensuring that:
  - the profile of reading across the school is raised so that all pupils, parents and staff are clear it is a priority
  - pupils are given opportunities to apply their phonics knowledge to unfamiliar words
  - teachers check that pupils have understood the meaning of the text they are reading.

### The school must meet the following independent school standards

- the proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a), 7(b))
- the proprietor must ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15)
- the proprietor must ensure that no person appointed as a member of staff at the school is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act 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 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction (paragraph 18(2), 18(2)(a), 18(2)(b))

- the proprietor must ensure that 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 (paragraph 18(2), 18(2)(e))
- the proprietor must ensure that 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 (paragraph 18(3))
- the proprietor must ensure that any person who is a member of a body of persons named as the proprietor of the school in the register or in an application to enter the school in the register, 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 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction (paragraph 20(6), 20(6)(a), 20(6)(a)(ii))
- the proprietor must ensure that any person who is a member of a body of persons named as the proprietor of the school checks that where, by reason of a person living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the person'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 (paragraph 20(6), 20(6)(b), 20(6)(b)(iii))
- the proprietor must ensure that a register is kept which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question. The register referred to may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form (paragraph 21(1), 21(2))
- the proprietor must ensure that in relation to each member of staff appointed on or after 1st May 2007, checks were made to establish the staff member's identity, whether they are barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act (paragraph 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii))
- the proprietor must ensure that a check was made to establish whether the staff member is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction (paragraph 21(3), 21(3)(a), 21(3)(a)(iii))
- the proprietor must ensure that checks were made to ensure, where appropriate, that the staff member had the relevant qualifications, an enhanced criminal record certificate was obtained, including the date on which each such check was completed or the certificate obtained and the staff member had the right to work in the United Kingdom (paragraph 21(3), 21(3)(a), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii))
- the proprietor must ensure that a check was made to establish whether the staff

member is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed (paragraph 21(3), 21(3)(b))

- the proprietor must ensure that in relation to supply staff, whether written notification has been received from the employment business, that 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, that 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 (paragraph 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii))
- the proprietor must ensure that 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 (paragraph 21(5), 21(5)(c))
- the proprietor must ensure that the information referred to in this sub-paragraph is, in relation to each member 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 (paragraph 21(6))
- the proprietor must ensure that they comply with the standard about the quality of leadership and management by ensuring that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role, fulfil their responsibilities effectively and actively promote the well-being of pupils, so that the independent school standards are met consistently (paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

## Inspection judgements

### Effectiveness of leadership and management

**Inadequate**

- School leaders and governors have not ensured that the school meets the independent school standards.
- School leaders have not ensured that pupils are kept safe. The school's safeguarding policy is based on the latest statutory guidance and is available to parents. However, there is confusion over who has overall responsibility for safeguarding and leaders do not always follow the school's policy and procedures.
- School leaders do not have a firm grip on admissions to the school. The number of pupils on roll was not confirmed until the final day of the inspection. School leaders do not follow up pupils' destinations when they leave the school and so cannot be sure that they are not missing from education.
- Pupils are registered and absence is followed up on the day. However, leaders do not analyse attendance information accurately. Leaders presented the attendance of some year groups as 100%, even though the attendance information given to the inspector included absences from school.
- The headteacher is very new in post and highly visible around the school. In a short time, he has developed good relationships with pupils and parents and made sure that they understand his vision for the school's future.
- Leadership of teaching has not been strong enough to ensure consistently good teaching, learning and assessment. Leaders do not monitor teaching regularly. As a result, teachers have not had enough feedback to help them develop their teaching skills.
- Many staff are new. However, far from being uncertain or negative about the impact of the leadership changes, they are determined to play their part in improving the school. Staff are keen to develop their teaching and many staff met with inspectors for feedback on the lesson visits. Staff morale is high.
- The premises are well managed. School leaders and staff keep the buildings clean and well maintained. Health and safety checks and risk assessments are effective.
- The curriculum provides a wide range of experiences and learning for pupils. Timetabled subjects are complemented by focus weeks and school visits.

### Governance

- Governors and trustees have developed a clear set of values for the school based on core Islamic values combined with British values. They are determined that pupils will develop socially and academically to become good British citizens.
- Governors are well qualified and committed to their roles. They visit the school regularly and analyse reports from the headteacher about how well the pupils are doing. Nevertheless, they recognise that they have not held senior leaders to account as much as they should have done.
- Following the unexpected departure of the school's most senior leaders in December, governors moved swiftly to fill the void. Parents are appreciative of the open and honest

way in which governors have dealt with the situation and kept them informed.

## **Safeguarding**

- The arrangements for safeguarding are not effective.
- Following the recent departure of the headteacher and deputy headteacher, the school has no designated safeguarding lead or deputy. Governors have made interim arrangements but there is confusion among the school's staff about what those arrangements are.
- Staff received some training in safeguarding at the start of term. They have a copy of the safeguarding policy but school leaders have not ensured that all staff have read part 1 of 'Keeping children safe in education', Department of Education, 2016. Staff can recognise concerns and know how to record and report these. However, there is a lack of clarity about who they should report concerns to.
- School leaders have not ensured that all the required vetting checks on staff have been completed. These include checks on whether staff are prohibited from teaching or barred from the management of independent schools. Checks on staff who have lived and worked abroad have not been completed. Staff have been allowed to start work without a barred list check and without supervision arrangements in place. Only 14 of the 19 staff were recorded on the single central record of vetting checks.
- School leaders have not followed their safeguarding policy and have not always reported concerns to the local authority's designated officer or to the disclosure and barring service when required.

## **Quality of teaching, learning and assessment**

## **Requires improvement**

- Pupils do not make enough progress in their learning. This is because the work is not challenging enough, particularly for the most able pupils. There is too much variation in pupils' learning across different classes.
- Some work is too easy, particularly in Years 3 and 4 in mathematics. In science, some work is too hard. There is wide coverage of science topics and pupils experience and use some complex scientific vocabulary. However, learning activities do not enable teachers to check pupils' understanding of scientific ideas.
- Pupils have positive attitudes to learning. They actively participate in learning activities and are proud of their work.
- All pupils have opportunities to answer questions in lessons. Teachers are diligent in ensuring that they direct questions to all pupils in the class. However, teachers do not follow up with more challenging questions to deepen pupils' understanding.
- Classrooms provide a positive learning environment for pupils. There are stimulating displays which celebrate the achievements of pupils and subject information.
- Teachers make effective use of resources, including computers, to support pupils' learning. For example, in one Year 2 English lesson, well-chosen resources helped to capture pupils' interest in writing a story about a monster. Pupils were keen to share their ideas and were motivated to start writing.
- Teaching assistants provide effective support for pupils in Years 1 and 2. They take the

initiative in recognising when pupils lose concentration or fall behind and help them catch up.

## Personal development, behaviour and welfare

## Inadequate

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate because school leaders have not ensured that pupils are kept safe.
- Pupils say that they feel safe. They are clear about who they would go to if they need help. Staff know how to recognise concerns and how to record and report them. However, confusion among senior leaders about who is responsible for escalating concerns means that pupils are not safe.
- Attendance appears to be broadly in line with national figures. However, leaders have not ensured that attendance is analysed accurately. Pupils' punctuality is good.
- The site is secure and adults supervise pupils effectively when they move between buildings.
- Pupils say that there is no bullying and parents are also happy with relationships between pupils. Pupils are taught to be respectful of each other and they play together well. Positive relationships are a key value for the school.
- School leaders provide many opportunities for pupils' spiritual, moral, social and cultural development. There are trips to historic places in London, museums and the theatre. The activities at the start of the day, assemblies and the behaviour management and reward system provide opportunities for pupils to reflect. Pupils have a strong sense of right and wrong.
- The school has a link with a Jewish school. Pupils have learned about the Jewish faith and visited a synagogue. Together, pupils from both schools have visited Wembley stadium and the Museum of Immigration and Diversity.

### Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons. They are attentive and concentrate on their work. All pupils participate in answering questions because teachers ensure that questions are directed at individual pupils.
- Pupils are kind and thoughtful to each other. Pupils are supportive and acknowledge one another's successes.
- The new headteacher has set an expectation that boys and girls in the playground should play together. Pupils have responded positively. Boys and girls now play ball games together at breaktimes more readily.
- Pupils are motivated by rewards they receive for good behaviour. Pupils took great pleasure in explaining the traffic lights and stars system to inspectors. Pupils take responsibility for their own behaviour and this has a positive impact on their personal development and learning.
- Pupils conduct themselves well around the site. They are polite and welcoming to visitors.

## Outcomes for pupils

## Requires improvement

- Pupils' progress is variable in different subjects and different year groups in key stages 1 and 2. This is because teaching is too inconsistent to ensure that all pupils make good progress.
- Pupils achieve in line with national standards in writing by the end of Year 6. Pupils' knowledge of spelling, punctuation and grammar is good. Pupils' creative and story writing is particularly strong in all year groups. However, there are far fewer opportunities for pupils to develop other types of writing in English. This limits pupils' progress.
- Pupils achieve well in mathematics by the end of key stage 2. They calculate and estimate accurately. They use units with precision, measure angles and draw accurately. They enjoy mathematics and are motivated to achieve well in tests.
- Mathematics in Years 3 and 4 is less challenging and this slows pupils' progress in these year groups. Pupils repeat topics in arithmetic and draw shapes freehand without taking care to use the appropriate mathematical equipment. This leaves pupils with a lot of learning to catch up on in Years 5 and 6.
- Pupils' progress in reading requires improvement. Although pupils read confidently, teachers do not check that pupils have understood individual words or the meaning of the text. Pupils guess at words they do not understand and do not rely on their phonics knowledge to sound out unfamiliar words.
- In Arabic, pupils make better progress in reading. This is because the teachers demonstrate reading aloud so that pupils can see letters and hear the sounds they make. Pupils sound out the parts of words and blend them to correct their pronunciation. Teachers use questions to check pupils' understanding of the meaning of words.
- The most able pupils do not make as much progress as they should. Teachers give the most able pupils more work to do but do not provide harder work to deepen their learning.



## School details

Unique reference number	138598
DfE registration number	310/6006
Inspection number	10020780

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	47
Number of part-time pupils	None
Proprietor	Al Ridha Foundation
Chair	F Mehdi
Headteacher	M Golshahi
Annual fees (day pupils)	£4,800
Telephone number	020 3397 7997
Website	<a href="http://www.harrowprimary.org.uk">www.harrowprimary.org.uk</a>
Email address	<a href="mailto:info@harrowprimary.org.uk">info@harrowprimary.org.uk</a>
Date of previous inspection	2–4 July 2013

## Information about this school

- Harrow Primary School is an independent school in the London borough of Harrow. It has an Islamic ethos and religious character.
- The school's aims and ethos are built on the core Islamic values of wisdom, respect, tolerance, fairness, generosity, compassion, forgiveness, courage and truth. The school aims to provide a values-based education that is consistent with respect and good citizenship within British society.
- The proprietor is the Al Ridha Foundation, previously known as the Al Salam Foundation. The trustees changed the name in 2015 because the foundation was frequently confused

with other foundations of the same name. The Department for Education (DfE) have not been informed of this change.

- The school is registered to admit pupils between the ages of five and 11. It is a mixed school. The school is registered for 130 pupils and there are currently 47 pupils on roll.
- The school occupies two houses that have been converted for educational use. The houses are separated by the entrance driveway to a large secondary school.
- The previous headteacher and deputy headteacher left the school suddenly on 16 December 2016. The new headteacher had been in post for one week at the time of the inspection.
- One of the school buildings is shared with the Salam Nursery, a linked provider with a separate registration. This provider includes provision for children in Nursery and Reception classes.
- The school was registered by the DfE in May 2012. The last standard inspection was in July 2013.

## Information about this inspection

- Inspectors visited 14 lessons to observe pupils' learning. Four of these visits were made jointly with the headteacher or the head of Islamic studies.
- Visits were made to the gathering at the start of the day, prayer and assembly.
- Inspectors looked at pupils' work in a range of subjects.
- Two groups of pupils talked to inspectors about their views of the school. Inspectors also talked informally to pupils.
- The lead inspector toured the buildings with the headteacher.
- Meetings were held with the headteacher, governors and trustees.
- Inspectors talked with individual staff about their views of the school. There were no responses to the staff survey.
- Inspectors met informally with parents at the start of the school day. There were no responses to the Ofsted online survey (Parent View).
- Inspectors looked at a wide range of documentation, including records of safeguarding, the curriculum and teaching, the maintenance of the premises and the school's own review of its strengths and areas for development.

## Inspection team

Janet Hallett, lead inspector

Her Majesty's Inspector

Susan Ladipo

Ofsted Inspector

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