

# School inspection report

17 to 19 September 2024

## **Harmony Primary School**

80 Gayton Road

Harrow

London

HA1 2LS

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'.

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## Summary of inspection findings

1. The leadership of the school has successfully created an ethos where every child is known and valued. However, the leadership does not have the required skills and knowledge to fulfil their responsibilities to meet all the Standards. As a result, there are multiple failings in provision.
2. As a result of the leadership arrangements, there is no effective oversight of safeguarding, and pupils' wellbeing is put at risk.
3. The school ensures all checks on adults working with pupils are undertaken and accurately recorded in a single central register. However, the statutory requirement to complete a self-declaration form is not issued to shortlisted candidates.
4. The leadership has enabled some areas of the school's values to be developed successfully, but the academic development of pupils is not secure and as a result, pupils do not always make good progress in line with their prior attainment.
5. The leadership does not pay due regard to statutory guidance in key policies. Many policies do not reflect the arrangements at the school.
6. The leadership effectively assesses physical risks in school and on educational visits but does not demonstrate a strategic approach to assessing or managing the risk of harm to pupils' wellbeing and safeguarding.
7. The school does not meet its responsibilities under Section 10 of the Equality Act 2010. The school's accessibility plan was not suitable and the amended version is not implemented.
8. Parents' informal concerns are effectively managed; however, a suitable complaints policy was not available at the start of the inspection and an amended version, now available on the website, is not yet fully implemented.
9. The school provides a range of information to parents but does not inform parents of the arrangements to support pupils who speak English as an additional language.
10. The school provides a balanced and varied curriculum which is appropriately organised to enable progression from year to year.
11. Teachers demonstrate suitable subject knowledge, and some teachers are able to utilise a range of teaching skills to enable pupils to make good progress. However, this is inconsistent, and some teachers' limited range of suitable teaching skills leads to pupils' progress being impeded.
12. Leadership does not effectively identify pupils' educational needs, which means that teachers cannot adapt their planning and teaching accordingly. As a result, the learning needs of pupils are not understood or supported.
13. Teachers do not use effective strategies to manage poor behaviour, especially that of male pupils. This leads to low-level disruption, which has a negative impact on pupils' learning.
14. The school has created an appropriate personal, social, health and economic (PSHE) programme, which encourages pupils to demonstrate respect for each other and those who are different from

themselves. Positive relationships between pupils and staff are well developed and as a result, pupils feel safe in their school.

15. Pupils enjoy a range of sports as part of the school's effective physical education programme. A broad extra-curricular programme enables pupils to develop their range of skills and knowledge.
16. The proprietor ensures that the premises are well maintained and that laws pertaining to health and safety, fire and first aid are effectively implemented.
17. The school prepares pupils well for their next steps and for life in British society.

## 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.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- 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:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- a written curriculum policy, supported by schemes of work, which takes into account the ages, aptitudes and needs of all pupils is put in place
- teaching enables pupils to make good progress according to their ability so that they increase their understanding
- teaching shows a good understanding of the aptitudes, needs and prior attainment of the pupils, and ensures that these are taken into account in the planning of lessons
- teaching regularly assesses pupils' work and uses that assessment to plan teaching so that pupils can make good progress
- teaching utilises effective strategies for managing behaviour and encouraging pupils to act responsibly
- a framework which effectively evaluates pupil performance by reference to the school's own aims or national norms is put in place
- safeguarding is appropriately managed, and that effective oversight is provided
- safer recruitment procedures follow all statutory guidance
- all policies have due regard to current legislation and reflect the arrangements in place in the school, and that they are effectively implemented

a strategic approach to assessing and managing the risk of harm to pupils' wellbeing and safeguarding is put in place and an accessibility plan is implemented that reflects the nature of the school and fully satisfies the requirements of Section 10 of the Equality Act 2010

- parents are provided with information about the school's provision for pupils for whom English is an additional language
- the complaints policy reflects statutory guidance and is effectively implemented.

### **Recommended next steps**

The proprietor should:

- ensure that the behaviour policy is implemented consistently and effectively to enable all pupils to make good progress
- ensure that teachers consistently draw upon a suitable range of teaching methods and activities and manage class time effectively.

## Section 1: Leadership and management, and governance

18. The leadership does not demonstrate the necessary skills and knowledge to fulfil their responsibilities effectively to ensure that standards are met, or that statutory guidance is followed.
19. The appointment of the school's designated safeguarding lead does not adhere to statutory guidance. This arrangement is not appropriate and does not enable effective oversight of safeguarding or accountability of other aspects of the school's management.
20. Some aspects of the school's vision are communicated successfully through the ethos and culture of the school. Pupils are happy and feel safe. They enjoy a wide range of educational trips and enrichment experiences which broaden their horizons and develop their preparation for life in British society. Physical education and extra-curricular activities help pupils to broaden their range of skills and knowledge and are enjoyed by pupils and appreciated by parents. However, other aspects of the school's aims are under-developed and fail to fully support pupils' academic development.
21. School policies do not always reflect statutory guidance or reflect the setting for which they are written. They are not consistently implemented or understood by all staff. The curriculum policy does not outline arrangements to support pupils who speak English as an additional language.
22. There is not a suitable risk assessment policy as the current version refers to roles which do not exist within the school. The school assesses and manages risks concerning the physical safety of pupils effectively, including fire risk assessment, and those risks identified in the 'Prevent' duty. However, leaders do not have a strategic approach to assessing or managing the risk of harm to pupils' wellbeing and safeguarding.
23. At the start of the inspection, the accessibility plan was unsuitable. This was amended during the course of the visit but has yet to be implemented. The school does not fulfil its duties under Schedule 10 of the Equality Act 2010.
24. Parents' concerns are appropriately dealt with by school staff. At the beginning of the inspection, the complaints policy did not reflect statutory guidance. This was amended during the visit and an alternative policy is now available on the school's website; however, this has yet to be fully embedded.
25. The school provides parents with a range of information as appropriate. However, parents are not informed of the school's provision for pupils who speak English as an additional language.

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

26. The Standards relating to curriculum, teaching, assessment, safeguarding, risk assessment, provision of information and complaints are not met. In consequence, the Standard relating to leadership and management, and governance is not met.
- 27. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

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

28. The curriculum is balanced and provides breadth through the inclusion of Islamic studies, Arabic, Nasheed (singing), guided reading and topic work. It is further expanded through an enrichment programme, which includes educational visits to a wide range of historical and cultural venues.
29. In some subjects, appropriate schemes of work are in place, which some teachers adapt to their classrooms. Some planning takes into account the ages of pupils and, where this is the case, the schemes of work are appropriately sequenced to build from year to year. Pupils make good progress in mathematics over time. However, pupils' progress in other subjects is less evident and this affects their overall performance.
30. Teachers demonstrate appropriate subject knowledge and some teachers are able to draw upon a range of effective teaching methods; however, some teachers' skills are more limited. This results in a lack of engagement, effective management of time and resources and slower pupil progress. Some specific resources are used effectively to support pupils' learning, for example laptops, mathematics equipment and guided reading material. However, resources to scaffold pupils' learning and to ensure all individual pupils make good progress are used less effectively.
31. Leaders' oversight of teaching does not ensure that all pupils' aptitudes, needs and prior attainments are taken into consideration when planning lessons. This lack of oversight means that teaching does not always enable pupils to make good progress. In some lessons, teachers adapt their teaching to address the needs of their pupils but in others, some pupils' needs are not identified and supported meaning that progress is impeded.
32. Teachers provide pupils with effective feedback on their homework and classwork in line with the school's clear policy. However, leaders have not created a suitable framework to ensure that pupils' assessments are fully evaluated or that they directly inform planning and next steps for pupils. Summative assessments in English and mathematics provide limited data which is discussed with teachers but there is no evidence to show that this information is used to inform future planning for individual pupils.
33. Leaders do not effectively identify pupils' educational needs nor do they identify the needs of pupils who speak English as an additional language. Teachers are therefore unable to adapt their planning and teaching accordingly. As a result, the learning needs of pupils are not understood or supported.
34. Low-level disruptive behaviour by male pupils affects the quality of the learning environment; disrupting their own learning and the learning of others, because some teachers do not always manage pupils' behaviour effectively.
35. Higher attaining pupils work quickly and confidently and enjoy the success they are able to achieve, demonstrating self-motivation and independence. However, in some lessons a lack of appropriate challenge can slow their progress.
36. The school provides a wide range of extra-curricular activities which broaden pupils' experiences, develop their knowledge and enhance their skills. Pupil involvement in these activities is high.



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

37. The Standards relating to curriculum, teaching, and assessment are not met.

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

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

39. The personal, social, health and economic (PSHE) education and Islamic studies curriculums provide effective opportunities for pupils to develop their understanding of mutual respect and appreciation of other cultures. This understanding translates into many pupils demonstrating positive attitudes towards each other in lessons and around school. The curriculum ensures pupils learn about world religions and is enhanced by observance of festivals and visits to various places of worship. Themes are further discussed in school assemblies and pupils' knowledge and tolerance of others' beliefs is developed.
40. The school's PSHE scheme of work enables pupils to develop their understanding of a wide range of life skills. Relationships and sex education (RSE) sensitively enables pupils to learn about age-appropriate issues through the lens of their religious faith.
41. Pupils' spiritual and moral understanding is developed throughout the curriculum and during assemblies and prayers. Most pupils demonstrate respectful behaviour during these sessions, but some male pupils' behaviour does not represent the degree of respect and spiritual engagement intended by leaders.
42. Physical education (PE) lessons provide pupils with opportunities to engage in competitive and engaging sporting activities which help build their confidence and skills. Pupils respond positively in lessons to highly engaging activities which are well pitched to provide healthy and competitive elements to the tasks.
43. At break times, pupils independently engage in discussions with peers and adults. Pupils show self-confidence in class as they happily engage in discussions with their teachers. Pupils are also keen to share their thoughts, ideas and positive views about their school.
44. Leaders have developed a behaviour policy which clearly identifies the promotion of good behaviour, rewards and sanctions. However, low-level disruption by male pupils often has a negative effect on pupils' learning because teachers do not always manage this behaviour effectively. Through assemblies and the curriculum, pupils understand the different types of bullying and are able to explain the difference between unkindness and bullying.
45. Logs of pastoral incidents are underdeveloped and are not categorised or monitored for trends or patterns, or for potential links to safeguarding.
46. Leaders ensure the school's premises and accommodation are suitably maintained.
47. Health and safety arrangements, including those for fire and first aid are managed and implemented effectively. Pupils are suitably supervised at all times which results in them feeling safe and secure whilst on site and on school trips.
48. The school appropriately maintains the admission and attendance registers. Leaders inform the local authority whenever pupils join or leave the school at non-standard times.

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

**49. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

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

50. The school prepares pupils well for life in British society. Through assemblies and the curriculum, pupils learn to respect those around them, for example, through the theme of being a good neighbour. The curriculum enables pupils to understand and appreciate the differences that exist between people and to ensure that everyone is treated fairly.
51. Leaders ensure pupils understand the rule of law and can distinguish between right and wrong through assemblies and PSHE lessons. For example, pupils learn about the role of the police in society. Assemblies are formed around the school's values and pupils understand the *cedar tree roots* of community, excellence, discipline, achievement and respect, which draw upon fundamental British values.
52. School leaders hold assemblies on democracy and the role of parliament, and as a result of this, pupils demonstrate a growing understanding of these aspects of their community through active participation in discussions.
53. Pupils accept responsibility for their own behaviour and are generally respectful of the rewards and sanctions system, and the expectation that they model good behaviour for their younger peers. Pupils speak openly about the importance of kindness towards others and rare instances of unkindness are dealt with swiftly and effectively by staff.
54. Pupils are given opportunities to develop their social skills and engage with cultural events in and beyond school. For example, pupils are planning a garden party and bake sale with families coming together as a community to raise money for the school.
55. As part of the timetabled curriculum, pupils sing faith songs (nasheeds) with enthusiasm, and they relished the opportunity to perform in a London theatre and to contribute to a local singing event.
56. Leaders ensure that pupils develop an understanding of the role of money in society and apply this to supermarket budgeting exercises in Year 5 and fund-raising at school events. Pupils were encouraged to support their teachers who climbed a mountain to raise funds for charity and spoke enthusiastically about the inspiration they felt.
57. In preparation for the future, pupils are encouraged to consider what their dream jobs might be. They share ideas with their peers and gain insights into specific roles through occasional visitors, for example a dentist.

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

**58. All the relevant Standards are met.**

## Safeguarding

59. The school's safeguarding policy does not reflect the safeguarding arrangements in the school and does not pay due regard to statutory guidance. At the start of the inspection, an out-of-date version of the policy was on the school's website. This was updated during the course of the visit but remained inappropriate for the setting.
60. The proprietor acts as the designated safeguarding lead, contrary to statutory guidance. The school therefore does not provide effective oversight of arrangements for safeguarding.
61. All staff receive appropriate training in how to safeguard pupils, how to record a concern and how to report these concerns to the DSL.
62. The routines for recording and managing safeguarding cases are not robust and do not follow statutory guidance. As a result of a lack of follow-up, assessment of risk and consideration of other actions, pupils' wellbeing is put at risk.
63. Leaders work effectively with external agencies but do not demonstrate clear understanding of thresholds for safeguarding and do not always consider the need to make referrals to the local authority children's services.
64. Staff do not demonstrate a strong understanding of low-level concerns relating to members of staff. The staff code of conduct does not contain a section on low-level concerns as required by statutory guidance.
65. There are positive and effective relationships between pupils and staff, and pupils know they can speak to trusted adults.
66. Leaders ensure pupils know how to stay safe online. Pupils know to speak to an adult if they encounter something online which concerns them, and they are clear about keeping their identity and passwords safe from strangers. The leadership ensure that the internet is appropriately filtered and monitored.
67. Safer recruitment processes and checks for all staff are accurately recorded in a single central record. However, the statutory requirement for shortlisted candidates to complete a self-declaration form is not in place.

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

68. The Standard relating to safeguarding is not met.
- 69. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

## Schedule of unmet Standards

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

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR1, 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.
Other legislation	The school does fulfil its duties under Schedule 10 of the Equality Act 2010.
ISSR, Part 6, paragraph 32(1)	The standard about the provision of information by the school is met if the proprietor ensures that –
32(1)(b)	the information specified in sub-paragraph (3) is made available* to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
32(3)(b)	particulars of educational and welfare provision for pupils for whom English is an additional language.
ISSR, Part 7, paragraph 33	The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which –
33(c)	sets out clear time scales for the management of a complaint
33(f)	where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint
33(g)	ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school
ISSR, 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.

<sup>1</sup> The Education (Independent School Standards) Regulations 2014 ('ISSR')

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

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR 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)(i)	the written policy, plans and schemes of work– (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan
2(2)(h)	that all pupils have the opportunity to learn and make progress.
ISSR 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(g)	demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress
3(h)	utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.
4	The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

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

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 9	The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that –
9(b)	a written behaviour policy is implemented effectively.

## Safeguarding

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR 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.



## School details

<b>School</b>	Harmony Primary School
<b>Department for Education number</b>	310/6013
<b>Registered charity number</b>	1172660
<b>Address</b>	Harmony Primary School 80 Gayton Road Harrow London HA1 2LS
<b>Phone number</b>	0204 518 5222
<b>Email address</b>	admin@harmonyprimaryschool.co.uk
<b>Website</b>	<a href="https://harmonyprimaryschool.co.uk/">https://harmonyprimaryschool.co.uk/</a>
<b>Proprietor</b>	Hillside Educational Trust
<b>Chair</b>	Mr Yousif Khan
<b>Headteacher</b>	Mr Yousif Khan
<b>Age range</b>	5 to 11
<b>Number of pupils</b>	64
<b>Date of previous inspection</b>	9 to 11 November 2021 (Ofsted)

## Information about the school

70. Harmony Primary School is an independent, coeducational day school for pupils aged 5 to 11. It is located in a large three storey house in a residential area of the London Borough of Harrow. The school has a faith ethos. It is owned by Hillside Educational Trust of which, the Head is Chair.
71. The school has identified no pupils as having special educational needs and/or disabilities (SEND).
72. English is an additional language for 60 pupils.
73. The school states its aims are to deliver a comprehensive and holistic approach to learning, by giving pupils the opportunity to perceive, understand and respond to the world in which they live through their natural curiosity and desire for exploration.

## Inspection details

### Inspection dates

17 to 19 September 2024

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

75. Inspection activities included:

- observation of lessons, some with school leaders
- observation of registration periods and assemblies
- discussions with the proprietor
- discussions with the head and other members of staff
- discussions with pupils
- visits to the facility for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

76. 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.
- For more information, please visit **[www.isi.net](http://www.isi.net)**.

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For more information, please visit [isi.net](http://isi.net)