

Progress monitoring inspection report

2 to 3 April 2025

Harmony Primary School

80 Gayton Road

Harrow

London

HA1 2LS

Inspection outcome

The school meets all the relevant Standards that were considered during this inspection.

Inspection findings

Part 1. Quality of education provided

ISSR Paragraphs 2(1)(a), 2(1)(b)(i), 2(2)(h), 3(a), 3(c), 3(d), 3(g), 3(h) and 4

1. A written curriculum policy, supported by appropriate schemes of work, is now in place for all subjects. The policy outlines arrangements to support pupils who speak English as an additional language (EAL). Leaders have appropriately sequenced these schemes, giving pupils the opportunity to make good progress.
2. Teachers demonstrate appropriate subject knowledge and have a good understanding of the needs of their pupils. They effectively manage time and resources and use a range of activities to support pupils' learning. They identify pupils' special educational needs and EAL requirements. Teachers adapt their planning and teaching accordingly and carefully ascertain effectiveness of strategies. As a result, pupils make good progress.
3. Since the last inspection, leaders have developed a systematic approach to monitoring pupils' performance against national expectations. They use the outcomes from regular assessments and meet with teachers regularly to directly informing future adaptations in planning.
4. Staff consistently follow the school's behaviour policy. Staff manage pupils' behaviour effectively, including by encouraging pupils to act responsibly.
5. Leaders regularly observe lessons, and review progress in books and outcomes of assessments. They use this information to support teachers to ensure consistency in the quality of teaching.
6. The school meets the Standards.

Part 3. Welfare, health and safety of pupils

ISSR Paragraphs 7(a), 7(b), 9(b), 16(a) and 16(b)

7. Since the previous inspection, leaders have implemented suitable arrangements to safeguard and promote the welfare of pupils.
8. The school's safeguarding policy now reflects the safeguarding arrangements in the school and pays due regard to statutory guidance.
9. The recently appointed designated safeguarding lead (DSL), who is independent of the proprietor, provides effective leadership of safeguarding. The DSL is a member of the leadership team and has the appropriate authority to act in the best interests of children.
10. Leaders ensure all safeguarding team members continue to complete appropriate training, ensuring they have the capacity to support pupils effectively. The routines for recording and managing safeguarding cases are robust and follow statutory guidance. Leaders demonstrate a clear understanding of thresholds for safeguarding and work effectively with external agencies, including local authority children's services. As a result of careful assessment of risk, action and systematic follow-up, pupils' wellbeing is effectively promoted.

11. Leaders provide all staff with safeguarding training as part of their induction to the school, ensuring it occurs before employment begins. Ongoing training is regular and reflects the contextual risks to pupils and current legislation. Staff confidently identify and report concerns, such as unexplained behavioural changes or patterns of absence.
12. Staff now understand the procedures for reporting low-level concerns about the conduct of adults. They are aware of types of concerns and how to report them. The staff code of conduct contains a section on low-level concerns as required by statutory guidance. Leaders maintain suitable records of these concerns, monitor them to analyse potential patterns, and take appropriate action.
13. Pupils learn to keep themselves safe both within and beyond school, including online. This is achieved through personal, social, health and economic (PSHE) education lessons. Leaders regularly monitor reports from the internet filtering and monitoring system and address concerns.
14. Pupils understand the procedures by which they can report a concern to trusted adults. For example, they know that they can report to the safeguarding team or use a confidential worry-reporting box.
15. Since the last inspection, as part of the recruitment process, new staff have completed self-declaration forms prior to interview. The headteacher monitors recruitment to ensure correct processes are followed.
16. Governors maintain effective oversight of the school's arrangements for safeguarding. They regularly visit the school, listen to staff views, observe activities and scrutinise reports from leaders.
17. Leaders now ensure that records of pastoral incidents are categorised and monitored for trends or patterns, and for potential links to safeguarding. They track behaviour trends and act to support individual pupils and staff.
18. Leaders have developed and implemented a suitable risk assessment policy which now matches the roles in the school. When risks are identified, staff plan and take suitable action to mitigate them. Leaders now have a strategic approach to assessing or managing the risk of harm to pupils' wellbeing and safeguarding.
19. Leaders fulfil their duties under Schedule 10 of the Equality Act 2010 to produce and implement an accessibility plan.
20. The school meets the Standards.

Part 6. Provision of information

ISSR paragraphs 31(1)(c), 32(1)(c), 32(3)(b)

21. Parents are appropriately informed of the school's provision for pupils who speak EAL. Leaders publish an up-to-date safeguarding policy on the school website.
22. The school meets the Standards.

Part 7. Manner in which complaints are handled

ISSR paragraphs 33(c), 33(f), 33(g)

23. Leaders seek to address parental concerns quickly and informally. In the event of a complaint becoming formal, leaders effectively implement the published policy, which now adheres to statutory guidance. The policy includes reference to appropriate timescales for the management of

complaints. The provision and correct composition of a hearing panel, including one member independent from the running of the school, is also specified.

24. The school meets the Standards.

Part 8. Quality of leadership and management of schools

ISSR paragraphs 34(1)(a), 34(1)(b), 34(1)(c)

25. Since the previous inspection, governance arrangements, particularly with reference to the accountability of leaders, have been strengthened. The headteacher is no longer chair of the proprietary body. The proprietary body and advisory governors have ensured that the action plan has been effectively implemented.

26. School policies now reflect current legislation and the context of the school. They are consistently implemented by leaders and staff.

27. The newly appointed chair and advisory governors have been appropriately trained. They receive regular reports and cross-check the implementation of policies through visits to the school. They provide appropriate oversight and challenge and ensure that leaders demonstrate good skills and knowledge to fulfil their responsibilities and actively promote the wellbeing of pupils.

28. The school meets the Standards.

School details

School	Harmony Primary School
Department for Education number	310/6013
Registered charity number	1172660
Address	Harmony Primary School 80 Gayton Road Harrow London HA1 2LS
Phone number	0204 518 5222
Email address	admin@harmonyprimaryschool.co.uk
Website	harmonyprimaryschool.co.uk
Proprietor	Hillside Educational Trust
Chair	Dr Ashraf Malhas
Headteacher	Mr Yousif Khan
Age range	5 to 11
Number of pupils	60
Date of previous inspection	17 to 19 September 2024

Information about the school

30. Harmony Primary School is an independent, co-educational day school for pupils aged 5 to 11. It is located in a three-storey house in the London Borough of Harrow. The school has a faith ethos. It is owned by Hillside Educational Trust, a charitable trust. Since the previous inspection, a new chair of the trust has been appointed. The trust chair also acts as chair to the advisory governing body.
31. The school has identified 15 pupils as having special educational needs and/or disabilities (SEND).
32. English is an additional language for 41 pupils.
33. 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.

Purpose of the progress monitoring inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. This inspection was an unannounced progress monitoring inspection which was carried out at the request of the DfE. The purpose of this inspection was to monitor the progress the school has made in meeting the Independent School Standards and any other requirements that the school was judged not to comply with at its previous inspection.

Inspection details

Inspection dates

2 to 3 April 2025

34. Two reporting inspectors visited the school for two days.
35. Inspection activities included:
- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
 - discussions with the chair of the trust and members of the advisory governing body
 - discussions with the headteacher, school leaders, managers and other members of staff
 - discussions with pupils and staff
 - scrutiny of samples of pupils' work.

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Independent Schools Inspectorate

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