

# Al-Sadiq and Al-Zahra Schools

134 Salusbury Road, London NW6 6PF

**Inspection dates**

16 January 2018

**Overall outcome**

**The school does not meet all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 3. Welfare, health and safety of pupils

*Paragraphs 7, 7(a), 7(b) and 32(1), 32(1)(c)*

- The school's safeguarding policy meets requirements and is made available to parents and carers in hard copy, as the school does not have a website. It is supported by additional policies, such as a suitable policy for preventing radicalisation and extremism. However, the process for vetting visiting speakers to the school is not robust enough and so leaders' due diligence process is not effective. Information held about the speakers varies; for example, the name of the organisation they represent is not always recorded. Too much reliance is placed on recommendations or knowing the individual or group through personal or school contact. Leaders do not readily identify the local risk to pupils through radicalisation. This means that the culture of safeguarding in school is not effective.
- Aspects of the school's work to keep pupils safe are effective. Staff understand their responsibilities to report and share concerns. Leaders, staff and pupils are clear about the risks to pupils through the internet and social media. Information for pupils about how to stay safe is delivered through planned assemblies and the curriculum. Leaders have also run sessions for parents to help them support their child. Pupils say that they feel safe and are confident that their teachers will help them if they have concerns. The school site is secure.
- Leaders have not ensured that all the requirements in these paragraphs are met.

*Paragraph 9, 9(a), 9(b) and 9(c)*

- The behaviour policy sets out clear aims, based on the school's ethos and high expectations of behaviour. The policy sets out a range of rewards and sanctions to be used. Pupils understand the yellow and red disciplinary forms and the range of rewards available to them for positive behaviour. However, pupils are not clear about whether or not there are sanctions for talking to or mixing with pupils of the opposite gender during the school day. Some pupils say there are consequences for doing so, others that it does not happen. Consequently, there is a lack of clarity and so the behaviour policy is not implemented correctly.
- Leaders have not ensured that all the requirements in this paragraph are met.

### *Paragraph 11*

- The health and safety policy meets requirements and is implemented effectively. Daily checks are carried out and prompt action is taken if there are any concerns.
- Leaders have ensured that the requirements in this paragraph are met.

### *Paragraph 12*

- School leaders ensure that the fire risk assessments are well managed and implemented effectively. Records show that all the checks, for example on fire extinguishers, alarms and electrical appliances, are carried out regularly. Fire signage is clear for pupils and staff and escape routes are clear. Pupils say that fire drills happen regularly and are well organised.
- Leaders have ensured that the requirements in this paragraph are met.

### *Paragraph 14*

- Pupils are properly supervised.
- Leaders have ensured that the requirements in this paragraph are met.

### *Paragraph 15*

- The attendance registers are appropriately kept. The school has recently changed from paper registers to electronic registers; these are diligently monitored and absence is followed up promptly. Pupils' attendance is above the national average.
- The admission register is accurate and complies with the regulations. The destinations of leavers are recorded and any concerns are reported to the local authority.
- Leaders have ensured that the requirements in this paragraph are met.

### *Paragraph 16, 16(a) and 16(b)*

- The risk assessment policy and risk assessments meet requirements. Significant risks, for example the current scaffolding on part of the building, are discussed and planned for effectively by governors to ensure the safety of pupils and staff.
- Leaders have ensured that the requirements in this paragraph are met.
- Leaders have not ensured that all of the requirements of the independent school standards in this part are met.

## Part 5. Premises of and accommodation at schools

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a) and 29(1)(b)*

- The toilet and washing facilities provided for pupils meet requirements. Most facilities have been refurbished and are spotlessly clean and well maintained. Additional facilities are currently undergoing refurbishment to the same high standard. The school has ample changing accommodation and showers for pupils.
- The facilities for the treatment of pupils who are unwell meet requirements. There is space for pupils to rest and recover. Washing facilities are available and toilets are immediately accessible across the corridor. The medical room is fully supervised.
- The school is a large, historic building and presents a considerable challenge to the

proprietors in terms of its upkeep. However, it is very well looked after and refurbishment is clearly planned on a rolling programme. Classrooms are spacious, bright, warm, well-lit and airy. They are resourced to the same consistent high standards. For example, all classrooms have blinds to prevent glare on whiteboards. Rooms, corridors and dining spaces provide a comfortable, safe and positive learning environment for pupils.

- Drinking water is readily available for pupils at various points in corridors around the school and is clearly labelled. The temperature of the hot water meets requirements.
- The school has a number of outside spaces for pupils. Pupils in different age groups take break and lunchtime at different times so that spaces are never crowded. The playing surface is well maintained.
- Leaders have ensured that all the independent school standards in this part are met. They are likely to continue to be met if the material change is implemented.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- Leaders do not demonstrate the skills and knowledge to ensure that all the independent school standards are met consistently. Leaders have not exercised due diligence in vetting visitors to the school. In addition, leaders have not made certain that the behaviour policy is clear to pupils.
- The standards in this part are unmet because leaders have not ensured that all the independent school standards are met.
- Consequently, leaders have not ensured that all the independent school standards are likely to be met if the material change is implemented.

## Statutory requirements of the early years foundation stage

- The safeguarding and welfare requirements of the early years foundation stage are not met because of the weaknesses in the implementation of the school's safeguarding policy.
- The early years leader is clear about her plans to extend the age range of the nursery provision. The additional facilities, resources and increasing staff ratios to meet the needs of children and the statutory requirements have been well planned.
- The interconnecting spaces available in the nursery are well maintained and provide a lively, stimulating environment for children. Likewise the outdoor areas are well designed and enable children to follow their interests and develop motor skills and communication and language. The proposed space and extended facilities for two-year-olds are suitable.
- Staff are well qualified and this has a positive impact on children's learning and development. Adults promote high-quality dialogue with children and design imaginative and engaging activities with a strong focus on developing children's language and self-confidence.
- Leaders' record-keeping meets requirements. Children's development is assessed through observation and evidence recorded in learning journals. Adults use assessment information effectively to plan activities to meet children's needs.

- The learning and development requirements of the early years foundation stage are likely to be met if the material change to admit two-year-olds is implemented.
- However, leaders have not ensured that all the statutory requirements of the early years foundation stage are likely to be met if the material change is implemented.

## **Compliance with regulatory requirements**

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. Not all of the standards and associated requirements were checked during this inspection.

## School details

Unique reference number	101576
DfE registration number	304/6072
Inspection number	10044672

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 status	Independent school
Age range of pupils	3 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	374
Number of part-time pupils	12
Proprietor	Al-Khoei Foundation
Chair	Mr Milani
Principal	M Movahedi
Annual fees (day pupils)	£2,700–5,100
Telephone number	020 737 27706
Website	None
Email address	<a href="mailto:alsadiq@btconnect.com">alsadiq@btconnect.com</a>
Date of previous standard inspection	9–11 December 2014

## Information about this school

- Al-Sadiq and Al-Zahra Schools is an independent day school for boys and girls in the London borough of Brent. The school has an Islamic ethos.
- The school occupies a purpose-built site on Salusbury Road. The school entrance is on Chevening Road. The provision for early years is part of the main building and has its own entrance on Salusbury Road.
- The school's previous full standard inspection took place in December 2014, when the school was judged to be inadequate. The school had a progress monitoring inspection in January 2016 and all the unmet independent school standards were found to be

met.

- The school is registered for 376 pupils. Classes are mixed in early years and up to Year 3. From Year 4 upwards boys and girls are taught separately.
- The school does not use any off-site educational provision for pupils.

## Information about this inspection

- This was an unannounced emergency inspection. The inspection was commissioned by the registration authority for independent schools in response to a complaint about safeguarding and the management of pupils' behaviour. The inspection also considered the school's application to make a material change to its registration: to increase the number of pupils on roll to 500 and to admit two-year-olds to the early years provision.
- The inspector held meetings with the headteacher and other senior leaders, a group of staff and the chair of governors.
- The inspector toured the premises with the headteacher.
- The inspector visited the early years provision and met with the leader responsible for early years.
- The inspector talked to pupils informally during breaks and lunchtime.
- The inspector scrutinised documentation including policies, safeguarding and behaviour records and information about the maintenance of the premises.
- Eleven responses to Parent View, Ofsted's online questionnaire for parents, were taken into account.

## Inspection team

Janet Hallett, lead inspector

Her Majesty's Inspector



## **Annex. Compliance with regulatory requirements**

### **The school does not meet the following independent school standards**

#### **Part 3. Welfare, health and safety of pupils**

- 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.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that—
  - 9(b) the policy is implemented effectively.

#### **Part 8. Quality of leadership in and management of schools**

- 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 well-being of pupils.

### **The school does not meet the following early years safeguarding and welfare requirements**

- 3.4 The school does not follow its safeguarding policy.
- 3.7 The school does not follow the statutory guidance, 'The Prevent duty' (2015).

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