

# Islamic Shakhsiyah Foundation

277 St Anne's Road, Suffolk Road Entrance, Tottenham, London N15 5RG

## Inspection dates

5 August 2020

### Overall outcome

**The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented**

## Main inspection findings

### Part 1. Quality of education provided

#### *All paragraphs*

- Leaders have revised the school's curriculum policy to include the proposed curriculum for key stage 3. In line with current teaching in key stages 1 and 2, the school intends to provide a broad curriculum for pupils of secondary age. This is closely linked to the national curriculum and covers all of the required areas of learning.
- In readiness for teaching pupils in key stage 3, the school has put curriculum plans in place covering all of the six themes for next year. The content of every subject is linked to the central theme, which will provide a focal point for the whole curriculum. Individual subjects have their own schemes of work for key stage 3, although they currently vary in detail. Mathematics, English and science are much further ahead for instance, compared to other subjects such as art and geography. Nevertheless, leaders are well on track to complete the work by the end of August 2020.
- Leaders' plans include a suitable range of teaching approaches, including resources and additional learning experiences. These approaches will be continually extended through collaboration with some local schools and colleges.
- The key stage 3 curriculum will be taught by some existing teachers, supported by several academic advisers. The school has already drawn on the support of these advisers, who provide ongoing specialist guidance in a range of subjects.
- Through the curriculum, key stage 3 pupils will be provided with sufficient opportunities to learn about British values and equality. Pupils will be encouraged to respect other people, including those who have protected characteristics.
- When pupils join key stage 3, they will be assessed on the standards they have reached in a range of subjects. Leaders will use this information as a starting point for Year 7, for example to identify gaps in pupils' learning. The school has a suitable assessment policy that covers the proposed age range.
- Leaders have made suitable arrangements to ensure that key stage 3 pupils will have access to regular and impartial careers information and guidance. This includes

inviting practitioners from a range of professions to talk to pupils and explain their work.

- All the standards in Part 1 are likely to continue to be met if the material change is implemented.

## Part 2. Spiritual, moral, social and cultural development of pupils

### *Paragraph 5*

- The school has a well-established framework for personal, social, health and economic (PSHE) education in key stages 1 and 2. This has been extended to key stage 3. Leaders are in the process of adding greater depth to the schemes of work.
- For the proposed age range, each of the thematic schemes of work highlight how pupils' spiritual, moral, social and cultural (SMSC) development can be promoted. In addition, the PSHE programme aims to support pupils' understanding of British values and all aspects of SMSC. This includes teaching pupils about democracy, different faiths and cultures and making responsible choices.
- Beyond timetabled lessons, opportunities for trips, visits and enrichment activities are a firm part of the wider curriculum. These experiences are carefully planned to meet the personal development needs of pupils. Activities include opportunities for pupils to visit places of worship, museums and other places of cultural interest, for instance the Houses of Parliament and courts of law. Opportunities are planned for key stage 3 pupils to learn about their local community through, for example, helping the homeless and raising funds for charity.
- Leaders plan to ensure that every opportunity is taken, both in and out of lessons, to promote fundamental British values, discuss moral issues and develop pupils' knowledge of life in modern Britain.
- All the standards in paragraph 5 are likely to continue to be met if the material change is implemented.

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

### *Paragraphs 7, 7(a), 7(b)*

- The safeguarding policy provides clear guidance on the roles and responsibilities of all staff, including the designated leaders of safeguarding. Appropriate contact details are provided for external agencies and other partners who support the school's safeguarding work. Additional timely adjustments have been made to safeguarding procedures to take into account the implications of the COVID-19 (coronavirus) pandemic, for example in the context of e-safety. The safeguarding policy is available to parents and carers on the school's website.
- All members of staff are expected to read and follow the latest statutory guidance on safeguarding. They also have access to guidance about potential forms of abuse and safeguarding risks to pupils. These expectations are supported by suitable and regular training for all staff.

- Leaders are well trained and knowledgeable about all aspects of child protection, including different risks to pupils' welfare. They have appropriate systems in place to respond to and record any concerns that arise in a timely manner. Record-keeping is suitable and well organised. Documentary evidence indicates that leaders engage with external agencies effectively.

*Paragraphs 11, 12, 14, 16, 16(a) and 16(b)*

- Leaders have produced appropriate policies and procedures for the management of health and safety and for the assessment of risk throughout the school, including in the proposed key stage 3 provision.
- Additional risk assessments have been completed for off-site activities for key stage 3 pupils. These will be reviewed and adapted as the curriculum is implemented and extended.
- Leaders have commissioned an external health and safety audit to help them improve their practice. All actions identified in the audit, including additional training for staff, have been completed.
- Fire evacuation signage is in place. Fire safety checks, such as those regarding alarm call points and emergency lighting, are completed regularly and recorded in line with the fire risk assessment. Procedures for ensuring that the building is safe and that issues are dealt with promptly are clear and communicated well.
- Leaders consider the supervision of pupils carefully. They take account of the number of pupils on roll and pupils' individual needs to plan the level of supervision required to keep pupils safe. In readiness for an increase in capacity, leaders have suitable plans in place to make sure that supervision remains appropriate and effective.
- The relevant standards in Part 3 are likely to continue to be met if the material change is implemented.

#### Part 4. Suitability of staff, supply staff, and proprietors

*All paragraphs*

- The single central register is well maintained and kept in line with the current statutory guidance. It contains details of school staff and members of the proprietorial body. Scrutiny of the single central register and other personnel records show that all of the required checks are carried out before staff are deployed in the school to work with pupils.
- All the standards in Part 4 are likely to continue to be met if the material change is implemented.

#### Part 5. Premises of and accommodation at schools

*All paragraphs*

- The school has a designated classroom for key stage 3 pupils where they will be taught for the majority of the time. The room has good natural lighting and is well

ventilated. There is sufficient space in the building for the number of pupils the school proposes to accommodate.

- Leaders have made suitable arrangements with local schools to access specialist facilities on a regular basis, for example to deliver the weekly physical education (PE) programme. Pupils will also carry out practical science experiments in a laboratory every other week. Some of these arrangements already exist but will be extended and further consolidated in key stage 3.
- There are separate toilets and washbasins for boys and girls in accordance with the planned number of pupils in key stage 3. These pupils will have access to changing rooms and showers for sports and PE.
- The medical room has a washing facility and is close to a toilet. It is an appropriate room to accommodate the short-term needs of sick or injured pupils.
- Leaders will ensure that breaktimes are staggered so that key stage 3 pupils take their break at a different time. Leaders are building on the systems already in place to promote the welfare of all pupils.
- All the standards in Part 5 are likely to continue to be met if the material change is implemented.

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

### *All paragraphs*

- Leaders and trustees demonstrate sound knowledge, understanding and skills appropriate to their roles. Their expertise is likely to ensure that the independent school standards are met consistently.
- Trustees are very experienced. They support and challenge leaders appropriately. They hold leaders to account so that pupils are safeguarded, and the school continues to improve.
- Leaders and trustees have worked together closely to plan for the provision of key stage 3. The proposed curriculum provides a suitable basis for building on the provision at key stage 2. The curriculum links to the aims and ethos of the school. Therefore, it is likely that all the relevant independent school standards will be met.
- Leaders are committed to keeping pupils safe. Pupils' welfare, health and well-being are a priority at the school.
- All the standards in Part 8 are likely to continue to be met if the material change is implemented.

## **Compliance with regulatory requirements**

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change.

## School details

Unique reference number	134084
DfE registration number	309/6087
Inspection number	10148844

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Alternative Islamic School
School status	Independent school
Proprietor	ISF Trustees
Chair	Farah Ahmed
Headteacher	Foziya Reddy
Annual fees (day pupils)	£3,720
Telephone number	020 8802 8651
Website	<a href="https://isf.education">https://isf.education</a>
Email address	mail@isfnet.org.uk
Date of previous standard inspection	26–28 June 2018

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	3 to 11	3 to 14	3 to 14
Number of pupils on the school roll	84	150	150

## Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed

Number of full-time pupils of compulsory school age	84	150
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	3	6
Of which, number of pupils with an education, health and care plan	0	0
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	0

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	13	20
Number of part-time teaching staff	2	2
Number of staff in the welfare provision	Not applicable	Not applicable

## Information about this school

- The Islamic Shakhsiyah Foundation School is registered for 88 pupils aged from three to 11 years. The Islamic Shakhsiyah Foundation Trust is the proprietorial body that also manages a second school in Slough. Each school has its own headteacher, but the schools share the same board of trustees. The school has an Islamic ethos.
- Pupils come from a range of ethnic backgrounds, with a large proportion speaking English as an additional language.
- A very small number of pupils have special educational needs and/or disabilities.
- The school does not intend to make use of any alternative provision.

- The school's previous standard inspection was in June 2018.



## Information about this inspection

- This inspection was commissioned by the Department for Education during the COVID-19 pandemic of 2020. Some of the inspection was conducted remotely. This was due to restrictions placed on non-essential travel during the COVID-19 outbreak.
- The Department for Education commissioned this material change inspection in response to the school's request to extend its age range from three to 11 to three to 14 years, and to increase the permitted number of pupils on roll from 88 to 150.
- The commission requested that Ofsted consider of all the standards in Parts 1, 2, 4, 5 and 8, and selected standards in Part 3 of the independent school standards.
- The inspector conducted a tour of the school premises to assess its suitability to educate key stage 3 pupils alongside existing primary-aged pupils.
- Discussions were held with the headteacher and one of the five trustees of the proprietorial body.
- School policies and documentation related to the curriculum, assessment, safeguarding and health and safety were evaluated, in order to check whether the school is likely to comply with the relevant independent school standards.

## Inspection team

Nasim Butt, lead inspector

Her Majesty's Inspector

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