

Islamic Shakhsiyah Foundation

Cippenham Lodge, Cippenham Lane, Slough, Berkshire SL1 5AN

Inspection dates

1 December 2020

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(a), 2(1)(b)(ii), 2(2), 2(2)(d)(ii), 2(2)(i), 3 and 3(i)

- The school's curriculum provides ample opportunity for pupils to learn about fundamental British values. Pupils are taught about tolerance and respect for the views and opinions of others, as well as an age-appropriate understanding of the protected characteristics set out in section 4 of the Equality Act 2010.
- The school's values and ethos ensure that pupils learn about the differences and similarities between people of all faiths and none. Pupils respect each other. They told us that they understand that, 'we are all different, our differences make us unique and that is beautiful. We just have to appreciate everyone'.
- Pupils learn about other countries and cultures, building their knowledge over time as they move through the school. Pupils in Year 1 talked proudly about raising money for an international charity and learning about what schools are like in Kenya and Lebanon.
- Pupils in Year 5 are currently learning about the British Isles. A wide range of books are available to support them. Class reading areas also contain a broad selection of books about different faiths, communities, countries and artistic styles within different religions.
- Older pupils in particular are encouraged to reflect on what they learn in lessons, including themes around liberty, democracy and the rule of law linked to circumstances in their own local community in Slough and nationally. This includes debating topical issues such as the rules about recent 'lockdowns' across different parts of the country.
- Pupils in Year 3 likened the many differences in the leaves that come from one tree to society as a whole. Pupils' written reflections commented on families being different and the importance of friends in their lives.
- All the independent school standards considered in this part continue to be met.

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

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)

- The spiritual, moral, social and cultural (SMSC) education of pupils is given a high priority by leaders and staff. Aspects of SMSC education are interwoven across the curriculum, including the school's extra-curricular offer, which is currently negatively impacted by the COVID-19 (coronavirus) pandemic.
- Pupils learn about a wide range of faiths and religions in their time at the school. These include Judaism, Christianity, Hinduism and Sikhism. Visits to places of worship associated with different faiths are commonplace. Pupils are taught to understand and respect the faiths and traditions of others. This includes religious festivals, celebrations, and aspects of cultural life in modern Britain.
- The school's Islamic ethos complements pupils' understanding of our national institutions and the foundations of British democracy. Pupils learn about the monarchy and the role of parliament and politicians and how these relate to the way our society is led and governed. Pupils understand that democracy and the rule of law help us keep society safe, while preserving liberty and promoting equality.
- Pupils learn about different aspects of the protected characteristics in an age-appropriate way. Discrimination is not tolerated.
- Older pupils, in particular, are prepared well for their transfer to secondary school. They understand that some families may be different to theirs, and that some individuals make different lifestyle choices and may have different values to others.
- All aspects of Part 5 of the independent school standards continue to be met.

Part 3. Welfare, health and safety of pupils

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

- Trustees and all staff consider the welfare, health and safety of pupils to be paramount. Systems and procedures to keep pupils safe are sound. Staff are well informed about updated national guidance issued by the Department for Education and about the school's own policies. These include arrangements to protect pupils and staff in the present COVID-19 pandemic.
- The culture to safeguard pupils is strong. Staff safeguarding training is up to date and ongoing. It has focused recently on specific issues pertinent to the school and its context.
- The school's safeguarding policy and accompanying COVID-19 addendum are compliant with government guidelines. The latest version of the safeguarding policy was republished on the school's website during this inspection.
- Staff are knowledgeable about the dangers faced by pupils when working online. They understand the need to be constantly vigilant about the potential dangers of using the internet, particularly as an aid to remote learning. Policies and procedures are constantly reviewed and revised to reflect current guidance.
- The single central register of checks on adults is maintained correctly. All the required checks are recorded. Key staff have attended additional training about safer

recruitment, or to ensure that they are qualified to carry out additional safeguarding responsibilities. Leaders are proactive in ensuring that statutory training required to carry out the role of designated safeguarding lead has been booked well in advance of current qualifications expiring.

- All the independent school standards considered in this part continue to be met.

Part 8. Quality of leadership in and management of schools

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

- Leaders and trustees have continued to ensure that all the independent school standards checked during this inspection continue to be met. Although in a period of transition between headteachers, leadership and management of the school remains stable and support from trustees is strong.
- Systems to safeguard and promote the welfare of pupils are appropriate. Despite the restrictions and challenges posed by COVID-19, trustees have ensured that leaders have had the support to keep the school open for the benefit of pupils during challenging times.
- Staff are dedicated and supportive of one another and of leaders. They talked of their appreciation of the support the acting headteacher has given them over the recent past and the positive impact this has had on provision for all pupils, including children in the early years.
- Trustees have close oversight of the school. They continue to be aware of the school's strengths and areas that need to be developed. They ensure that policies are up to date and that procedures, including the way parental complaints are handled for instance, are carried out strictly in accordance with the school's published policy and guidance.
- All aspects of Part 8 of the independent school standards continue to be met.

Compliance with regulatory requirements

The school meets 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. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	134085
DfE registration number	871/6003
Inspection number	10171305

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 11
Gender of pupils	Mixed
Number of pupils on the school roll	110
Number of part-time pupils	0
Proprietor	Islamic Shakhsiyah Foundation
Chair	Farah Ahmed
Headteacher	Sajeada Ahmed (Acting Headteacher)
Annual fees (day pupils)	£3,300–£4,020
Telephone number	01753 518 000
Website	https://isf.education/
Email address	mail-slough@isfnet.org.uk
Date of previous standard inspection	10–12 October 2017

Information about this school

- The Islamic Shakhsiyah Foundation primary school opened in Slough in September 2002. It shares trustees and some senior managers with its partner school in Haringey. Each school has its own headteacher.
- At the time of this emergency inspection, the deputy headteacher was acting in the position of headteacher after the previous headteacher left the school in the summer of 2020. The trustees have started the process to appoint a new headteacher.
- The school's Islamic ethos, which reflects the principles of Shakhsiyah education, underpins its curriculum and teaching approaches.

- The last standard inspection took place in October 2017 when the school's overall effectiveness was judged to be good and all the independent school standards were found to be met. The school was also subject to a material change inspection on changing premises in May 2019.

Information about this inspection

- This was an emergency inspection carried out under section 109(1) and (2) of the Education and Skills act 2008. The purpose of the inspection was to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.
- The inspection was commissioned by the Department for Education as a result of a parental complaint. As an emergency inspection during Ofsted's 'interim phase' due to the COVID-19 pandemic, the inspection was carried out with 15 minutes' notice.
- Not all of the independent school standards and associated requirements were checked during this inspection.
- All inspection activities were conducted observing social distancing and with due regard for measures to reduce the spread of COVID-19.
- We held a number of meetings with the school's acting headteacher and a trustee who is also the headteacher of the school's partner school. For some of these meetings, the chair of the foundation was also able to join us on the telephone.
- We talked to pupils and to a group of staff. We also looked at examples of pupils' work, as well as displays and teaching resources within classrooms and in communal areas.
- We assessed a wide range of documents and policies. This included checking the school's single central register of checks on adults.

Inspection team

Clive Close, lead inspector

Her Majesty's Inspector

Shazia Akram

Her Majesty's Inspector

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