

Inspection of Harmony Primary School

80 Gayton Road, Harrow HA1 2LS

Inspection dates: 9 to 11 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not previously inspected
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

This school, as its name suggests, is a harmonious place to learn. Leaders, parents and carers, and staff are united in their quest for an excellent education for all. Respect and kindness shine through every aspect of school life.

Pupils are in no doubt that their school is a safe and happy place. They like their teachers and the broad range of subjects on offer. Pupils don't want to miss a single day because they enjoy school so much.

Leaders expect all pupils to achieve well. They plan exciting, relevant activities that support learning. For instance, pupils have just held their own climate conference to mirror what is happening globally.

The school building is a converted residential property. Pupils learn in small classes of up to 12. This intimate setting provides the perfect transition to school, as many pupils have previously only learned from home.

Pupils have positive relationships with each other and their teachers. They say that bullying does not happen; however, pupils know what it is and what to do if it were to occur. Pupils trust all adults at school to deal with poor behaviour, including bullying.

What does the school do well and what does it need to do better?

Leaders and the proprietor body have ensured that all the independent school standards are met. The school is compliant with the Equality Act 2010.

Despite the school having only been open for a year, leaders have a clear vision for it. This is shared by all staff. There is a broad and balanced curriculum in place. Leaders have carefully considered what pupils should know in each subject area. Some subjects are not as embedded as others. For example, physical education is taught weekly, but leaders want to ensure that key skills are sequenced logically. In other areas, for instance mathematics, the subject is more deeply embedded. Teachers generally have good subject knowledge of the areas they teach. This is because leaders have carefully selected teachers and staff for their passion and expertise.

Reading is prioritised across the school. Every pupil reads in class every day. Teachers themselves love reading and share their enthusiasm with the pupils. Leaders have introduced a new phonics programme this term. Pupils in Year 1 and Year 2 have daily phonics lessons. This is helping them learn to read quickly with books that match the sounds they know. Pupils in the older classes experience a rich and varied reading diet. They read fluently and expressively. Teachers check pupils' understanding of new vocabulary and support pupils to analyse characters. Plans are in place to support pupils if they need to catch up with their reading.

Some pupils start school without having attended a formal setting before. This means that there are sometimes specific gaps in pupils' knowledge. Leaders are aware of this and have made some adjustments to the curriculum. In mathematics, for example, leaders have carefully adapted the curriculum to ensure that all pupils have a secure foundation in number first. Most teachers accurately check what pupils already know and where gaps in learning may continue. The newness of the school, alongside the inexperience of some staff means that this is not consistent. In lessons, pupils show a positive attitude to their learning. They behave well and are keen to respond to questions asked by teachers.

Pupils remember what they have been taught. This is helping them to make links in their knowledge across the curriculum. For instance, in geography, pupils could recall the different climate zones in the world. They know that cacao beans grow in the tropical regions around the equator and could point out the location on a globe. There is room to develop the curriculum further, so that knowledge is built on logically and to respond to historical gaps in pupils' learning.

Leaders and staff prepare pupils with the skills and knowledge they need to succeed in life. For example, Year 5 pupils learn how to budget and make sensible decisions with money. Leaders organise trips and visits to enrich the curriculum. For instance, pupils in Years 3 and 4 visited the Sherlock Holmes Museum. This complemented their studies and brought to life the work of one famous British author.

Leaders promote the importance of keeping healthy. Pupils are encouraged to bring healthy snacks and lunches to school. They also discuss with their peers the importance of eating healthily daily. Pupils engage in a wide range of physical activities at break- and lunchtime.

Leaders engage regularly with parents regarding every aspect of school life. Curriculum plans to cover the statutory elements of relationships education are in place. Pupils learn about a variety of faiths. The older pupils could recall learning about Judaism, Christianity and Hinduism. They have also visited a mosque, despite the restrictions over the last year due to the COVID-19 pandemic.

The proprietor body has ensured that all the independent school standards are met.

Staff are supported with their own well-being and workload. This is because leaders make sure that everyone has the opportunity to share what is working and where more support or training is needed. Staff appreciate the open-door policy and say that if they have concerns, they are listened to.

The headteacher has secured support and professional development for himself from the executive headteacher of a partnering school. This provides an additional layer of accountability until the official governing body is in place.

The school premises are safe and compliant. The premises manager carries out comprehensive checks of the site daily and these are in turn checked by leaders. Leaders have carried out risk assessments for almost every eventuality.

The school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Staff make pupils' safety and welfare a priority. They understand what signs to look out for and how to report any concerns. This is because leaders have made sure that everyone receives regular training to take account of the latest advice. Recent training has included training on peer-on-peer abuse and whistle-blowing.

Leaders know how to make referrals to outside agencies if needed. They have created robust systems to check that only those suitable to work with pupils are employed.

Pupils feel safe. They trust the adults in their school and would seek help from them if needed.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders have identified what pupils should learn in each subject. They have sequenced the content to help pupils remember long term the content taught. However, in some subjects, pupils have significant gaps in their knowledge. Leaders must ensure that all teachers check what pupils know and remember in every subject. This will enable teachers to adjust planning effectively, so that pupils develop their knowledge across the curriculum and achieve well.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	147966
DfE registration number	310/6013
Local authority	Harrow
Inspection number	10204277
Type of school	Other independent school
School category	Independent school
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	32
Number of part-time pupils	0
Proprietor	Hillside Educational Trust
Chair	Yousif Khan
Headteacher	Yousif Khan
Annual fees (day pupils)	£4,200
Telephone number	020 4518 5222
Website	www.harmonyprimaryschool.co.uk
Email address	admin@harmonyprimaryschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Harmony Primary School is an independent day school providing primary education for boys and girls aged five to 11 years. It is located in a large three-storey house in a residential area of the London Borough of Harrow. The school has an Islamic faith ethos.
- The school opened to pupils on 8 October 2020.
- Currently, there are 32 pupils on roll across three classes: a mixed Year 1 and Year 2 class; a mixed Year 3 and Year 4 class; and a Year 5 class.
- The headteacher of Harmony Primary School is also the chair of the proprietor body. The appointment of a governing body is imminent.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Inspectors discussed the impact of the COVID-19 pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors met with the headteacher (who is also the chair of the proprietor body) and the business manager, and the executive headteacher of a partner school.
- Inspectors met with the designated safeguarding lead, looked at records and scrutinised the school's safeguarding practice.
- Inspectors observed pupils' behaviour throughout the school day and spoke to staff about pupils' personal development. They also held discussions with pupils about their views of the quality of education the school provides.
- The inspectors carried out deep dives in mathematics, reading and physical education. Inspectors met with subject leaders and pupils, visited lessons, met with teaching staff, and looked at pupils' work. Other subjects were also considered as part of this inspection.
- Inspectors spoke to parents directly and considered their views through Ofsted's Parent View survey.

Inspection team

Alison Colenso, lead inspector

Her Majesty's Inspector

Sean Flood

Ofsted Inspector

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