

# Inspection of Hujjat Primary School

Brookshill, Harrow Weald, Harrow, Middlesex, HA3 6RR

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Inspection dates: 10 and 11 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Leaders have created a warm and nurturing environment for pupils. Pupils value this and the positive working relationships that they have with staff. Pupils are kept safe, and they feel safe. They show respect to each other in lessons and at playtime. Staff manage any rare incidents of bullying appropriately. Pupils are confident that leaders will deal with any concern that they may have. Many parents and carers commented that 'Hujjat feels more like a family than a school'.

Pupils appreciate the rewards that they receive for positive behaviour and attendance. For example, the class with the highest attendance is able to look after Habib, the school bear, as a reward. Pupils receive points when they model the school values. They show positive attitudes to learning and are enthusiastic in their lessons.

Leaders are ambitious for pupils. They have created a curriculum which is helping them to realise this ambition. Leaders also provide pupils with a variety of enrichment opportunities which aim to support their learning. For example, pupils visit Windsor Castle to complement their learning about the monarchy. Leaders support pupils to contribute to their community, for instance through litter picking in the local area.

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

Leaders have designed an ambitious curriculum that reflects this growing school. They have identified the most important knowledge that they want pupils to learn over time. This includes thinking ahead to what they want pupils to know and remember by the end of primary school. This helps to prepare pupils well for future learning and provides a logical transition between different year groups.

Typically, the curriculum is well sequenced so that pupils revisit and embed important ideas. This prepares them well for future learning. For example, in history, children in the early years develop their understanding of chronology by ordering recent events linked with the Royal Family. This supports them when they come to learn about the order of events beyond their living memory, for example during the Great Fire of London.

Children learn to read from the very start of their Reception year. Staff receive appropriate training to deliver the school's phonics programme effectively. Pupils read books that match the sounds that they have learned. As a result, pupils learn to read with increasing accuracy, confidence and fluency. Leaders ensure that appropriate and timely intervention is put into place for pupils who may be falling behind.

Leaders have developed well-established approaches to identify pupils with special educational needs and/or disabilities (SEND). Staff receive helpful training. This ensures that they make appropriate adaptations to activities so that pupils with

SEND can access the same curriculum as their peers.

Teachers use assessment to check pupils' learning. Typically, pupils show a clear understanding of the content that they have studied. However, on occasions, pupils' misconceptions are not addressed swiftly. This means that gaps in some pupils' learning can develop over time.

Leaders have clear expectations for pupils' behaviour. This begins in the early years where children work well together, for example by sharing resources and taking turns. Pupils talk enthusiastically about their experiences at school. Appropriate routines are in place to ensure that pupils attend school regularly and on time. Leaders acknowledge that for some families this is still a priority.

Leaders have given careful thought to promoting pupils' personal development, including their spiritual development. For example, pupils learn about Nasheeds in music and about Islam as part of their religious education. This knowledge is used as a foundation to explore a range of other religions, cultures and beliefs.

There have been some recent changes in leadership. The trust has secured appropriate support for leaders. Trustees are aware of their statutory responsibilities. They challenge leaders appropriately. However, they are sometimes not as rigorous in following up on actions that leaders have taken in response to this initial challenge.

Staff appreciate the support that they receive from leaders, including for their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that appropriate training is in place for staff. This means that staff understand their responsibilities in keeping pupils safe, including how to report concerns that they may have. Leaders make appropriate contact with and use external agencies when required. Records of concerns and relevant actions are documented. However, over time, there has been some inconsistency in how these records are maintained.

The curriculum has been designed to help pupils to understand how to stay safe, including when online. They are taught about an age-appropriate understanding of healthy relationships. Pupils spoken with feel confident about sharing any concerns that they may have with adults in school.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Sometimes teachers do not identify and correct misconceptions in pupils' work.

This includes pupils with SEND. Leaders must ensure that teachers check pupils' understanding more consistently so that any errors can be identified and corrected. This will help pupils to learn and remember more in the long term.

- Leaders, including trustees, do not consistently follow up on actions that have been agreed. As a result, aspects of the school are less effective than they could be. Trustees should ensure they hold leaders to account for agreed actions so that they can check that the school improvement priorities are helping to strengthen the effectiveness of the school.

## 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.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	143925
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10255295
<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	177
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Shaheen Hirji
<b>Headteacher</b>	Samirah Saad (Acting Headteacher)
<b>Website</b>	<a href="https://hujjatprimary.org/">https://hujjatprimary.org/</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school has an Islamic character. It has not yet had a section 48 inspection.
- The school opened in September 2020. The school is a growing school, increasing in pupil numbers each year. There are currently pupils in Reception, Year 1 and Year 2.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The headteacher was not present for this inspection. Inspectors met with the deputy headteacher, who has recently been appointed as the acting headteacher, and the other senior member of staff. The school improvement partner

commissioned by the board of trustees was present throughout the inspection.

- Inspectors also spoke with the local authority school improvement partner and designated officer, as well as representatives of the board of trustees.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work.
- Inspectors also considered the curriculum in other subjects.
- Inspectors considered safeguarding through discussions with the designated safeguarding leads, speaking with pupils, staff and trustees and by reviewing relevant policies and records.
- The views of pupils, parents and staff were gathered through discussions and the responses to Ofsted's surveys were considered.

### **Inspection team**

Sophie Healey-Welch, lead inspector	His Majesty's Inspector
Sarah Bailey	Ofsted Inspector
Nick Hitchen	Ofsted Inspector

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