



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

Apex Primary School

June 2019



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School's Details

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|----------------------------------|--|----|-------------------|
| School | Apex Primary School | | |
| DfE number | 317/6077 | | |
| Registered charity number | 1116216 | | |
| Address | Apex Primary School 60-62 Argyle Road Ilford Essex IG1 3BG | | |
| Telephone number | 0208 554 1208 | | |
| Email address | contact@apexprimary.co.uk | | |
| Headteacher | Ms Meherun Hamid | | |
| Chair of Trustees | Mr Imtiaz Ahmed | | |
| Age range | 3 to 11 | | |
| Number of pupils on roll | 95 | | |
| | Boys | 53 | Girls 42 |
| | EYFS | 34 | Juniors 61 |
| Inspection dates | 19 to 20 June 2019 | | |

1. Background Information

About the school

- 1.1 Apex Primary School is an independent Islamic day school for boys and girls aged between three and eleven years. The school was established in 2004 in Barking and moved to its present site in Ilford in 2009. The school is governed by the Apex Trust, a registered charity led by the chair of trustees and supported by five other trustees. This is the first inspection the Independent Schools Inspectorate have undertaken of the school.
- 1.2 The school comprises the junior school for pupils aged five to eleven years and the Early Years Foundation Stage for pupils aged three to five years. They share the same site and facilities.

What the school seeks to do

- 1.3 The school seeks to provide a quality learning experience built upon core values which will lead to excellence and will nourish the spiritual foundation at the heart of every child. It aims to produce reflective, courteous and charitable individuals who are well rounded Muslim citizens, prepared to embark on the next stage of their lives.

About the pupils

- 1.4 Pupils come from mainly professional or business families, mostly living within a three-mile radius of the school. All pupils are Muslim and represent a wide range of cultural backgrounds. The school's own assessments indicate that the ability of the pupils is broadly average. The school has identified two pupils as having special educational needs and/or disabilities (SEND), including learning and communication difficulties, of whom one has additional specialist help. No pupil in the school has an education, health and care plan or a statement of special educational needs. English is an additional language (EAL) for two pupils; neither receive specialist help. The school has identified three pupils as the most able in the school's population and the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014 and relevant requirements of the statutory framework for the Early Years Foundation Stage and should take immediate action to remedy deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 In the junior school, the school measures attainment using national curriculum tests. In the years 2015 to 2017, the results were above the national average for maintained schools.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met; provision is made for first aid. Pupils are properly supervised and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 The school's recruitment procedures do not pay sufficient regard to the statutory guidance in *Keeping Children Safe in Education 2018* when carrying out pre-appointment checks for new staff, namely: references, employment history, prohibition from teaching and management and a check against the barred list for staff with a delayed enhanced disclosure and barring service (DBS) certificate.
- 2.9 The proprietor has not ensured full compliance with the Regulatory Reform (Fire Safety) Order 2005 because it has not fully addressed all of the recommendations of an external fire risk assessment, such as the installation of a fire detection system in the basement areas.
- 2.10 The school does not meet the statutory requirements for admissions and attendance because the admissions register does not record the names and addresses of every person known to the school to be the parent of the pupil and does not record the name of the parent with whom the pupil resides. The school does not record the information regarding pupils' previous schools of attendance and destination schools.
- 2.11 **The standards relating to welfare, health and safety in paragraphs 9, 10, 11, 13, 14 and 16, the requirement of Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996 are met but those in paragraphs 7, 12 and 15 are not met.**

Action point 1

- the school must ensure that all recruitment checks, including checks against those prohibited from teaching and management, checks against barred list, references and employment history, are completed before staff commence employment at the school [paragraph 7(a) and 7(b); EYFS 3.9 and 3.10].

Action point 2

- the school must ensure that the recommendations of the external fire risk assessment are promptly addressed [paragraph 12; EYFS 3.55].

Action point 3

- the school must record the names and addresses of every person known to the school to be a parent of a pupil and indicate the name of the parent with whom the child resides [paragraph 15; EYFS 3.27].

Action point 4

- the school must ensure that the admission register records information about pupils' previous schools of attendance and destination schools [paragraph 15; EYFS 3.27].

PART 4 – Suitability of staff, supply staff, and proprietors

2.12 The school has not completed all of the required pre-appointment checks to ensure the suitability of staff, supply staff, and proprietors, such as overseas criminal record checks and medical fitness before they start work. A single central register of appointments is kept but does not accurately record details of overseas recruitment checks and medical fitness checks.

2.13 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 19 and 20 are met but those in paragraph 18 (2)(c)(ii) relating to medical fitness checks, 18 (2)(e) and 21 (3)(a)(viii) relating to overseas criminal record checks, and 18 (3) relating to recruitment checks undertaken after appointment, are not met.

Action point 5

- the school must ensure that before appointment it completes all recruitment checks including the completion of overseas criminal record checks and a certificate of medical fitness [18 (2)(c)(ii), 18 (2)(e), 18 (3) and 21 (3)(a)(viii), EYFS 3.9 and 3.10].

PART 5 – Premises of and accommodation at schools

2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.15 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any pupils with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.17 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.19 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.20 The trustees do not ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that they actively promote the well-being of the pupils and ensure all standards are consistently met.

2.21 The standard relating to leadership and management of the school [paragraph 34] is not met.

Action point 6

- **the school must ensure that the leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that all of the standards are met consistently [paragraph 34 (1)(a),(b) and (c)].**

3. Inspection Evidence

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of trustees, observed a sample of the extra-curricular activities that occurred during the inspection period. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource facilities. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Gillian Bilbo

Reporting inspector

Mrs Tania Botting

Compliance team inspector (Head, IAPS school)