

# Unique Academy

Ground Floor, Khosla House, Park Lane, Hounslow, TW5 9WA

## Inspection dates

9–10 February 2021

### Overall outcome

**The school is likely to meet all the independent school standards when it opens**

## Main inspection findings

### Part 1. Quality of education provided

#### *All paragraphs*

- Leaders have developed a suitable curriculum policy with a clear statement of intent based on the proposed school's ethos. The policy outlines the intended coverage of all the required areas of learning for children in the early years, and for pupils in Years 1 and 2. An Islamic ethos will underpin the curriculum, and pupils will study Arabic and Islamic studies on a daily basis.
- Suitable schemes of work are in place for all subjects. They highlight the topics that will be taught, and in which order, every half term over the academic year. They are supported by subject policies that state the intent, how the curriculum will be implemented, and how impact might be seen. Curriculum plans take into account the likely needs, interests and aptitudes of pupils.
- The proposed school is likely to be appropriately resourced and staffed. Teachers are likely to have the expertise and qualifications required to teach in the early years and key stage 1. For example, they are likely to have the knowledge and skills to use appropriate resources and strategies for teaching phonics and mathematics effectively.
- The proposed assessment system is also likely to meet requirements. Pupils' starting points will be identified when they join the school. Their progress will then be monitored regularly in all subject areas, and this information will be used by teachers to inform their planning.
- Leaders propose that pupils' personal development and well-being will be enhanced through teaching about community, anti-bullying and healthy living. In addition, the teaching of British values has been thoroughly considered. Leaders plan to encourage pupils' respect for other people, whatever their background, including those who have protected characteristics.
- The requirements in this part are likely to be met if the registration is approved.

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

#### *All paragraphs*

- Leaders' plans for personal, social, health and economic education (PSHE) make strong links to British values. Pupils' spiritual, moral, social and cultural (SMSC) development is suitably promoted. For instance, they are expected engage in activities such as role play to learn what democracy and the rule of law mean in practice.
- Leaders have given much consideration to building a strong community through developing a sense of personal identity. For example, the PSHE schemes of work actively encourage respect for other people by paying particular regard to all of the protected characteristics. This position is also reflected in the school's equality and SMSC policies, both of which reinforce each other.
- The requirements in this part are likely to be met.

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

#### *All paragraphs*

- The safeguarding policy reflects the most recent guidance issued by the Secretary of State. The policy is available to parents of prospective pupils, on the school's website. Leaders are aware of their responsibilities, including in relation to the 'Prevent' duty. They have appropriate systems in place to ensure that potential safeguarding concerns can be identified and managed effectively.
- Leaders have written clear policies for behaviour and anti-bullying. The links to the proposed school's intended ethos are very clear, cross-referenced to the relevant statements in The Equality Act 2010. Appropriate sanctions and record-keeping are in place for any incidents of poor behaviour and bullying, should they occur.
- The school is likely to be compliant with the Regulatory Reform (Fire Safety) Order 2005. Some works needed to address all of the actions identified in an external fire risk assessment of February 2019 have been completed.
- Leaders have written a suitable risk assessment policy which takes account of additional risks posed by COVID-19. The risk assessments for the premises, proposed trips and use of the adjacent park space are all appropriate and likely to meet requirements.
- The first-aid policy is suitable. Appropriate procedures are in place to enable timely first-aid treatment when necessary. The headteacher and the head of early years have both undertaken paediatric first-aid training.
- Pupils are likely to be appropriately supervised through the adequate deployment of staff. This includes the arrangements for children in the proposed provision for two-year-olds.
- The requirements in this part are likely to be met.

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

#### *All paragraphs*

- Leaders have a sound understanding of the statutory requirements regarding the safer recruitment of staff. All the required vetting checks have been carried out on the trustees who have oversight of different aspects of the proposed school's work. The proprietor has begun the process of recruiting teaching staff. The single central register is in place and completed accurately.

- The requirements in this part are likely to be met.

## Part 5. Premises of and accommodation at schools

### *All paragraphs*

- The four classroom spaces on the ground floor can comfortably accommodate a maximum of 90 pupils. The intended room for four two-year-olds in two separate morning and afternoon sessions is of a suitable size and well lit.
- Toilets and washing facilities are likely to meet requirements. Hot water does not pose a scalding risk. Appropriate hygiene measures are in place with clear instructions for pupils in the context of COVID-19. The separate medical room is suitable for the short-term care and treatment of pupils. It is located close to pupils' toilet facilities and is equipped with first-aid supplies and a washbasin.
- Currently, there is no outdoor space on the school premises. However, there is ample suitable park space opposite the school, which will be used for physical education and outdoor play. This has been appropriately risk-assessed.
- The requirements relating to lighting and acoustics are likely to be met.
- The requirements in this part are likely to be met.

## Part 6. Provision of information

### *All paragraphs*

- The website is already operational and provides relevant information on the school's work. This includes information related to the proposed school's curriculum, safeguarding, admissions and behaviour.
- Leaders have devised a suitable written format to ensure that parents receive clear information on their children's progress and attainment on an annual basis.
- The requirements in this part are likely to be met if the registration is approved.

## Part 7. Manner in which complaints are handled

### *All paragraphs*

- The proposed complaints policy is in writing and published on the school's website.
- The policy provides suitable information on how parents can raise concerns and how the school will respond. The policy includes provision for an independent panel should parents not be satisfied with the school's response.
- The requirements in this part are likely to be met.

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

### *All paragraphs*

- Leaders have a clear understanding of the requirements of the independent school standards. They are clear about the skills, knowledge and understanding needed for their roles and responsibilities. Three of the trustees are former headteachers and have expertise in safeguarding, early years, primary education and business management.

- Leaders are ambitious in their aims for the quality of education in the early years and key stage 1. They understand the reasons for the adjustments and modifications required for the provision for two-year-old children. Leaders' vision is based on the idea that pupils will develop the knowledge and skills they need to positively influence their own lives and the lives of others.
- Leaders have developed a clear framework to check and evaluate the impact of their work. The proprietor is developing further plans to hold leaders to account in a rigorous way.
- The requirements in this part are likely to be met if the registration is approved.

#### Schedule 10 of the Equality Act 2010

- The school's accessibility plan is likely to comply with the relevant requirements. This includes a clear understanding of how leaders will ensure equal access to the proposed curriculum and school site.

#### Statutory requirements of the Early Years Foundation Stage

- The school intends to operate provision for two-year-olds, Nursery and Reception classes.
- Leaders have made suitable arrangements which are likely to meet the safeguarding and welfare requirements. This includes ratios, disqualification checks and the employment of appropriately qualified staff with paediatric first aid training.
- Leaders have ensured that the curriculum, and their plans for teaching and assessment, are appropriately planned around the required areas of learning. Reporting to parents will use early learning goals as end points in the child's development by the end of Reception.
- Leaders have prepared suitable plans, supported by appropriate resources and activities for the proposed provision for two-year-olds. It demonstrates leaders' understanding of the adjustments required for children of this age, for example when eating, playing and taking a nap.
- The proposed school is likely to comply with the statutory welfare and learning and development requirements of the early years foundation stage.

## **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.

## Proposed school details

|                         |          |
|-------------------------|----------|
| Unique reference number | 148190   |
| DfE registration number | 313/6008 |
| Inspection number       | 10172316 |

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

|                                      |  |
|--------------------------------------|--|
| Type of school                       | Islamic primary day school   |
| School status                        | Independent school   |
| Proprietor                           | Unique Knowledge Seekers Academy   |
| Chair                                | Hawwa Mbombo   |
| Headteacher                          | Hawwa Mbombo   |
| Annual fees (day pupils)             | £3,300 to £3,400   |
| Telephone number                     | 0208 0045481   |
| Website                              | <a href="http://www.uniqueacademy.education">www.uniqueacademy.education</a>       |
| Email address                        | <a href="mailto:office@uniqueacademy.education">office@uniqueacademy.education</a> |
| Date of previous standard inspection | Not previously inspected   |

### Pupils

|                                     | <b>School's current position</b> | <b>School's proposal</b> | <b>Inspector's recommendation</b> |
|-------------------------------------|----------------------------------|--------------------------|-----------------------------------|
| Age range of pupils                 | Not applicable                   | 2 to 7                   | Registration recommended          |
| Number of pupils on the school roll | Not applicable                   | 90                       | Registration recommended          |

### Pupils

|  | <b>School's current position</b> | <b>School's proposal</b> |
|--|----------------------------------|--------------------------|
| Gender of pupils   | Not applicable                   | Mixed                    |
| Number of full-time pupils of compulsory school age  | Not applicable                   | 40                       |
| Number of part-time pupils   | Not applicable                   | 50                       |
| Number of pupils with special educational needs and/or disabilities                              | Not applicable                   | None                     |
| Of which, number of pupils with an education, health and care plan                               | Not applicable                   | None                     |
| Of which, number of pupils paid for by a local authority with an education, health and care plan | Not applicable                   | None                     |

## Staff

|   | School's current position | School's proposal |
|---|---------------------------|-------------------|
| Number of full-time equivalent teaching staff | Not applicable            | 4                 |
| Number of part-time teaching staff            | Not applicable            | 1                 |
| Number of staff in the welfare provision      | Not applicable            | 4                 |

## Information about this proposed school

- Unique Academy intends to register as an independent day school for boys and girls aged two to seven in the London Borough of Hounslow. It will have an Islamic ethos.
- The proposed school plans to open in April 2021 for early years children and two-year-olds. It plans to admit Year 1 and 2 pupils in September 2021. The school expects to reach its maximum capacity of 90 pupils by September 2022.
- The school will be led full time by the headteacher, who is also the chair of the proprietorial body – the Unique Knowledge Seekers Academy. Currently, there are five trustees; each one has oversight of different aspects of the proposed school's work. The school does not have a governing body at this time.
- Unique Academy has never operated as a school. Leaders currently run Islamic and academic tuition from the premises for approximately 130 pupils in the evenings for two hours, and during the weekends and holidays.



## Information about this inspection

- This is the proposed school's second pre-registration inspection. The registration authority commissioned Ofsted to consider whether the school was likely to comply with the independent school standards and associated requirements.
- The inspection was commissioned by the registration authority during the COVID-19 pandemic. Some inspection activities were conducted remotely. This was to ensure that the inspection was conducted in accordance with the most recent government guidance related to COVID-19.
- The inspector conducted the inspection with the headteacher, who is also the chair of the proprietorial body. The inspector visited the school to check the independent school standards related to the suitability of the premises.
- Documentation related to the curriculum, safeguarding, health and safety of the premises and the suitability of staff was also reviewed. Some of this evidence was reviewed with leaders. The inspector also evaluated a range of documentation and policies remotely, including information on the school's website.

## Inspection team

Nasim Butt, lead inspector

Her Majesty's Inspector

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