

# Green Crescent Primary School

Independent school standard inspection report

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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, 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.<sup>1, 2</sup>

The inspection of registered provision was conducted under Section 49(2) of the Childcare Act 2006.<sup>3, 4</sup>

## Information about the school

Green Crescent Primary originally opened as a nursery provider in September 2009. It was registered as a school in November 2010 and took pupils from January 2011. The school is situated in the Radford area of Nottingham. It is owned and managed by the Green Academy Trust, which is a registered charity. The school is based in a single storey former local authority nursery building. It shares the accommodation with other community users at times outside of the school day. The Nursery and Reception children are together in the Early Years Foundation Stage unit for the majority of the time. Year 5 and 6 pupils are currently taught with Year 4 pupils and receive additional tuition in compulsory Saturday morning lessons. The school is registered for 42 pupils from 4 to 11 years and there are currently 27 pupils on roll. The nursery is registered for 43 children from birth to five years, with a maximum of three under the age of two at any one time. There are currently 26 children on roll, including 12 under threes; 13 children receive government funding for their nursery education. There are no pupils on roll identified as having a statement of special educational needs. All current pupils speak English as an additional language.

The school's aims include raising children to be: 'committed balanced Muslims; knowledgeable scholars; contributing citizens and community builders'. The Nursery aims to: 'provide good role models and cater for the needs of Muslim children, in their spiritual, social, emotional and physical development and provide resources for children to encourage and adopt Islamic morals and an Islamic way of life'. Although all of the children originate from Muslim families, the school is happy to accept pupils from any faith. This is the school's first inspection since registration.

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<sup>1</sup> [www.legislation.gov.uk/ukpga/2002/32/contents](http://www.legislation.gov.uk/ukpga/2002/32/contents).

<sup>2</sup> [www.legislation.gov.uk/ukpga/2005/18/contents](http://www.legislation.gov.uk/ukpga/2005/18/contents).

<sup>3</sup> Schools which provide childcare for children from birth until the term in which they reach their third birthday must register this provision separately with Ofsted.

<sup>4</sup> [www.legislation.gov.uk/ukpga/2006/21/contents](http://www.legislation.gov.uk/ukpga/2006/21/contents).

## Evaluation of the school

Green Crescent Primary is a happy family-run school which provides a satisfactory quality of education overall and has a good Early Years Foundation Stage. Pupils' spiritual, moral, social and cultural development and their welfare, health and safety are satisfactory overall, although there are a few unmet regulations. All of the welfare and learning and development requirements of the Early Years Foundation Stage are met. Arrangements for the safeguarding of all pupils and children are satisfactory. Pupils' behaviour is good. The school works hard to fulfil its aims, although some of the systems for teaching and assessment are not yet fully embedded as the school is relatively newly formed.

### Quality of education

The curriculum is satisfactory. It is based on the core skills of English, mathematics and science together with Qur'anic Studies, Arabic and Islamic Studies. The main curriculum is then supplemented with short periods of information and communication technology, religious education, history, geography, citizenship, physical education and art and design, which is currently based on calligraphy. Reception children follow the six areas of learning as defined by the Early Years Foundation Stage. They receive additional input on letters and their sounds with the Year 1 pupils in the school, which is a significant aid to their transition from the Nursery to the main school. However, this is not as effective for the Year 1 pupils who are capable of moving on to the next stage of their phonic learning. The curriculum strongly reflects the school's aims and ethos in both Key Stages 1 and 2. The personal, social and health education programme (PSHE) is taught through the Islamic Studies programme. The school does not include the playing of musical instruments in its programme because of its religious ethos. Children in the Early Years Foundation Stage have access to some untuned instruments. The school promotes aesthetic and creative experiences in alternative ways, including during assemblies. Appropriate schemes of work are in place and lessons are planned and taught adequately. Some of the foundation subjects are not sufficiently thought through in terms of the lesson objectives and the planning for good quality activities to build on pupils' previous knowledge and experiences. For example, some activities such as copying from books or colouring sheets do not aid pupils' learning or progress. The creative curriculum limits the expression of pupils' own ideas and opportunities for using technology are not exploited fully across the curriculum.

The quality of teaching and assessment is satisfactory overall. Some teaching is good, mainly in mathematics, Qur'anic and Islamic Studies. There are inadequacies in a small number of lessons, where expectations are too low, explanations and questioning are weak and work is ineffectively marked. In most lessons, staff have good subject knowledge and are confident in their delivery. These lessons move on at a good pace and provide a range of learning experiences for the differing ability levels in the class; this is especially important in the classes with pupils of mixed ages. Staff have received too little training in the teaching of letters and their sounds to consistently and confidently teach these sessions. However, pupils' phonic knowledge is developing satisfactorily as a result of reading daily, and the individual

support received. Across the school, relationships between staff and pupils are strong and expectations for pupils' behaviour are high. Consequently, pupils settle to learn and are keen to do well. Expectations for pupils' written work are inconsistent and opportunities are missed to develop written English in other subject areas. Work is mostly marked regularly, but does not always provide sufficient information about what pupils need to do to improve. Staff are insufficiently aware of National Curriculum levels and do not provide pupils with targets, which limits their progress. The school has not yet developed effective systems for formally assessing pupils; teachers do not thoroughly assess pupils initially or regularly enough in all subject areas. Because of small class sizes, staff know pupils well and informally account for their needs in the planning of lessons. However, the school is not currently making an assessment of pupils' progress towards its own aims or towards national norms. The teaching of physical education is weak across the school due to a lack of effective planning to develop pupils' physical skills and the limited space.

Pupils make satisfactory progress in lessons and over time. Parents and carers are satisfied with their children's progress, which is discussed with them in general terms on a regular basis. Pupils make satisfactory progress overall within the Islamic curriculum subjects although they make broadly good progress in Qur'anic Studies due to the systematic setting of reading text for pupils and its assessment on a daily basis by teachers.

## **Spiritual, moral, social and cultural development of pupils**

The development of pupils' spiritual, moral, social and cultural development is satisfactory. The Islamic ethos of the school promotes pupils' spiritual and moral development well. There are strong opportunities for pupils' spiritual development, including reflection in prayer time and assemblies, in accordance with the aims and ethos of the school. Staff reinforce guidelines for good behaviour and have high expectations in this area. Consequently, pupils' behaviour is good overall. Pupils understand the school rules and can distinguish right from wrong. Their relationships with each other and with adults are positive and they show consideration and respect for others. The school still does too much for some pupils and lessons do not always encourage independent learning or allow sufficient opportunities to take on responsibilities. The school is in the early stages of delivering a programme for developing pupils' cultural awareness, which is satisfactory; pupils currently learn about other religions such as Hinduism and Christianity in their religious education lessons. Pupils are not provided with a knowledge of public institutions and services in England through the curriculum and there are few visits into the community or visitors to the school. Pupils have positive views of the school and value and enjoy their learning in general, which is shown by their good levels of attendance and positive attitudes in school.

## **Welfare, health and safety of pupils**

Provision for the welfare, health and safety of pupils is satisfactory, and all of the welfare requirements in the Early Years Foundation Stage are met. The school meets

all but one of the independent school regulations relating to the welfare, health and safety of pupils. There are some shortcomings in the recording of fire safety requirements for the school. Staff training in safe recruitment and in child protection is up-to-date. There is a named child protection officer and all staff in the Early Years Foundation Stage are appropriately qualified in first aid. The school has all of the required policies in place for safeguarding pupils' well-being and which take account of the latest guidance. Pupils feel safe in school because they know that there are strong security arrangements in place. Attendance and admissions registers have been suitably maintained. Pupils understand about eating healthily, although not all of the meals provided incorporate fresh produce or are suitably nutritious. In the Early Years Foundation Stage children receive regular healthy snacks and have continual access to drinking water. The provision for physical activity is limited and there are no extra-curricular activities which encourage sports. Local facilities for this are not currently being used. The school fulfils its responsibilities under the Equalities Act 2010.

### **Suitability of staff, supply staff and proprietors**

Procedures for the recruitment and appointment of staff meet requirements, including the maintenance of a single central register which shows that all the required checks have been made.

### **Premises and accommodation at the school**

The accommodation is maintained to an acceptable standard and is suitable for school use, benefiting from being on ground level and with direct access to the outdoor play area for those children in the Early Years Foundation Stage. However, access to this area is timetabled and so compromises the effectiveness of the curriculum particularly for the pre-school children. The classrooms are of a reasonable size for the numbers on roll, but there are no specialist teaching areas or direct access to a kitchen, which gives some restrictions to the curriculum. Pupils do not currently use the room designated as a library, as it is cluttered with other resources and has not been properly organised. Pre-school and Reception children's play is sometimes interrupted with parents and carers delivering 'tiny tots' to the room adjacent to their own. Washing and toilet facilities are satisfactory. However, there is currently an issue with the boiler's thermostat, and the school is currently providing mostly tepid water for hand washing. There are appropriate facilities for pupils who are ill.

### **Provision of information**

The prospectus provides parents and prospective parents with an acceptable overview of the school's aims and its broader provision. The information supplied meets all of the regulations. Parents and carers have access to the full range of policy documents and, in the Early Years Foundation Stage, to their children's detailed individual records. Communication levels with parents and carers are strong

in both the school and the Nursery. Parents' and carers' satisfaction with the school and their children's progress is high.

## **Manner in which complaints are to be handled**

The school has a clearly written and fair complaints procedure which meets requirements. There have been no formal complaints in the last twelve months.

## **Effectiveness of the Early Years Foundation Stage**

The overall effectiveness of the Early Years Foundation Stage is good. Many aspects of the provision have been further developed since the last Ofsted Early Years Foundation Stage inspection in February 2010 and this is now good. The registered provision for under-threes meets the requirements of the Early Years Register. The setting fully embraces all of the learning and development requirements, although the quality of the learning experience and resources outdoors for pre-school children is lacking compared to the good indoor provision. The safeguarding policy and procedures are fully compliant.

Children enjoy the activities. Reception children enjoy their letters and sounds lesson with the Year 1 pupils in the main school. Activities provided promote the six areas of learning. They are well planned to meet the full range of children's interests and needs. Each child's special 'key worker' follows that child's progress effectively and ensures they are working towards the next steps in their learning. Children's individual records indicate good progress from low starting points in some areas of learning. Good quality support and well planned activities ensure that outcomes in all areas of learning are good.

The leadership and management of the Early Years Foundation Stage are good. Staff engage very well with parents and carers; they provide care in accordance with parental preferences. The team, with the support of the local authority, have worked diligently towards the points for development from the last inspection and aspire to providing a high quality learning environment. Staff are well trained and committed to improvement. This is demonstrated in their developing good systems for observation, assessment and planning. However, they have not yet begun to prepare children's individual profiles for the end of the Early Years Foundation Stage. Lunchtime arrangements are not yet working as effectively as other parts of the daily routine, but staff have already identified this as an area for development.

## **Compliance with regulatory requirements**

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.<sup>5</sup>

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<sup>5</sup> [www.legislation.gov.uk/uksi/2010/1997/contents/made](http://www.legislation.gov.uk/uksi/2010/1997/contents/made).

The school does not meet all requirements in respect of the quality of education provided (standards in part 1) and must:

- ensure that teachers show a good understanding of the aptitudes, needs and prior attainments of the pupils, and take these into account in the planning of lessons (paragraph 3(d))
- put in place a framework to assess pupils' work regularly and thoroughly, and use information from such assessment to plan teaching so that pupils can make better progress (paragraph 3(g))
- put in place a framework by which pupil performance can be evaluated by reference to either the school's own aims, as provided to parents, and/or by national norms (paragraph 4).

The school does not meet all requirements in respect of spiritual, moral, social and cultural development of pupils (standards in part 2) and must:

- make provision to give pupils a broad general knowledge of public institutions and services in England (paragraph 5(d)).

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

- ensure the school complies with the Regulatory Reform (Fire Safety) Order 2005 and holds regular fire drills for school staff and pupils and records them (paragraph 13).

The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

## **What the school could do to improve further**

While not required by regulations, the school might wish to consider the following points for development.

School:

- ensure that activities are appropriately planned to maximise pupils' progress
- improve the quality of teaching by: improving staff knowledge and expectations in some subject areas; further staff training in the teaching of letters and their sounds; ensuring there are clear and ambitious learning objectives for the lessons; and providing sufficient opportunities for pupils to learn independently
- further develop pupils' experiences in the technological, creative and aesthetic areas and in physical education.



Early Years Foundation Stage:

- develop the outdoor provision for pre-school children so that they have continual access to high quality outdoor learning experiences
- develop staff confidence in completing children's Early Years Foundation Stage profile documentation
- ensure that the lunchtime experiences provide maximum opportunities for learning.

## Inspection judgements

outstanding	good	satisfactory	inadequate
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### The quality of education

Overall quality of education			✓	
How well the curriculum and other activities meet the range of needs and interests of pupils			✓	
How effective teaching and assessment are in meeting the full range of pupils' needs			✓	
How well pupils make progress in their learning			✓	

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development			✓	
The behaviour of pupils		✓		

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils			✓	
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### The quality of the Early Years Foundation Stage provision

Outcomes for children in the Early Years Foundation Stage		✓		
The quality of provision in the Early Years Foundation Stage		✓		
The effectiveness of leadership and management of the Early Years Foundation Stage		✓		
Overall effectiveness of the Early Years Foundation Stage		✓		

## School details

<b>School status</b>	Independent		
<b>Type of school</b>	Muslim primary school and nursery		
<b>Date school opened</b>	January 2011 (Nursery opened September 2009)		
<b>Age range of pupils</b>	4-11 years		
<b>Gender of pupils</b>	Mixed		
<b>Number on roll (full-time pupils)</b>	Boys: 17	Girls: 10	Total: 27
<b>Number on roll (part-time pupils)</b>	Boys: 4	Girls: 10	Total: 14
<b>Number of children aged 0–3 in registered childcare provision</b>	Boys: 6	Girls: 6	Total: 12
<b>Number of pupils with a statement of special educational needs</b>	Boys: 0	Girls: 0	Total: 0
<b>Annual fees (day pupils)</b>	£ 1,500		
<b>Annual fees (childcare)</b>	£ 3,120 – £3,510		
<b>Address of school</b>	Green Academy Leen Place Nottingham NG7 3EN		
<b>Telephone number</b>	0115 9249613		
<b>Email address</b>	m.khan@greenacademytrust.org.uk		
<b>Headteacher</b>	Mutiullah Khan		
<b>Proprietor</b>	Abdullah Khan		

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25 November 2011

Dear Children

### **Inspection of Green Crescent Primary School, Nottingham, NG7 3EN**

Thank you for the welcome you gave to the inspection team when we visited your school recently. It was lovely to speak with so many of you during your lessons and at lunchtime. A special thanks to those pupils who came to meet with us to tell us what you think about your school, as we think your views are really important.

We think that your school provides a satisfactory education and is good overall in the Early Years Foundation Stage for those children under five years of age. You told us unanimously that you enjoy coming to school, which is pleasing. This is evident in your exemplary attendance record and your positive attitude to work. You are well behaved and have formed strong and respectful relationships with staff. We believe that the best lessons are those that are well matched to your interests and take proper account of what you can do already, and ensure that the work is always hard enough. In some of the less than good lessons you are listening to the teachers for too long and waste time copying text or colouring worksheets. We believe you are working hard in your Qur'anic studies and Arabic lessons.

We would like your school to continue to improve, so we have asked staff to do a number of things:

- make sure that resources and activities are planned to interest you and so that you make progress in every lesson
- improve their curriculum knowledge in some areas and expect more of you; teach early reading well; provide clear learning objectives in every lesson and make sure you have opportunities in lessons to do things by yourselves
- develop technological, creative and aesthetic experiences and the programme for physical education.

In the nursery and pre-school:

- develop the outdoor activities and make sure children can go outside whenever they choose
- make sure the staff complete children's individual progress summaries towards the early learning goals
- sit with you at lunchtime and ensure that lunchtimes are happy, useful experiences.

Yours sincerely

Jane Melbourne  
Her Majesty's Inspector