

Buttercup Primary School

181 Cannon Street Road, London E1 2LX

Inspection date

15 September 2015

Overall outcome

Independent school standards met

Context of the inspection

- The inspection was undertaken at the request of the Department for Education in order to monitor the progress the school has made in addressing regulations that were not met at the time of the monitoring inspection in December 2014. The independent school regulations concerned the curriculum in relation to personal, health and social education which reflects the school's aim and ethos; the admission and attendance register being maintained appropriately; and ensuring that there were suitable toilet and washing facilities for pupils.
- The school's last inspection took place in December 2014 at the request of the Department for Education. At the time of the inspection, the school had applied to the Department for Education to move to new premises and increase the number of pupils on roll. The inspection found that the school did not meet the three independent school standards outlined above.
- This inspection took into consideration the areas for improvement identified at the last inspection. These included improving leadership and management in relation to the governing body monitoring and evaluating provision, using a suitable system to appraise staff and ensuring that personal, social and health education was delivered appropriately. Other areas for improvement relate to improving achievement by evaluating the progress of pupils in all year groups; improving the quality of teaching and commissioning an external review of governance. This inspection also took into consideration the suitability of the premises and a complaint about the school's response to complaints; use of risk assessments for safeguarding pupils; the turnover of staff and not informing parents when the school is inspected. The complaint was not investigated; however, reference was made to the issues raised by the complainant during this monitoring inspection.
- At the request of the Department for Education, this inspection monitored the following independent school regulations: Part 1: Quality of education; Part 3: Welfare, health and safety of pupils; Part 5: Premises and accommodation at schools; Part 7: Manner in which complaints are handled and Part 8: Quality of leadership in and management of schools.

Main findings

Part 1: Quality of education provided

- The full inspection of December 2014 found that the school did not meet all the requirements for an independent school in relation to this standard. At the time of the inspection, the school provided a broad and balanced curriculum that was underpinned by work on preparing pupils for life in modern Britain. However, the delivery of personal, social and health education (PSHE) was not well integrated and tracked across subjects taught. Following the inspection, senior leaders prepared an action plan to indicate how this shortcoming would be addressed.
- Long- and short-term plans of subjects taught across all key stages and year groups confirm that this requirement is now met. Daily plans, for example in early years, include summary evaluative statements outlining coverage of PSHE topics and the next steps needed to address any misconceptions.
- The school has made a number of changes to the way in which PSHE is taught, tracked and evaluated. The programme of work has been extended and includes a renowned curriculum

package that involves the school working in partnership with three maintained schools across London. This programme complements the school's work on pupils' personal development while ensuring that topics taught are integrated into subjects across the curriculum. Scrutiny of evidence provided, including pupils' work and the new PSHE programme, confirms coverage of a wide range of topics. Planned work includes visits to London city and to universities to develop pupils' enterprise skills and careers education, and work in school on safety. This new programme of work includes systems for monitoring the progress of the school as a whole and the work of individual pupils. Feedback is built into the units of work. During the inspection, the school was preparing pupils for a planned programme, safety week.

- As at the last inspection, all other relevant requirements are met for this standard. Since the previous inspection, actions have also been taken to develop further pupils' literacy and numeracy skills. The school has allocated more curriculum time to developing pupils' basic literacy skills, in speaking, reading and writing. Discrete times are highlighted on timetables, when pupils receive additional support, particularly for developing their reading skills. This is to ensure that they have well-developed literacy skills to cope with advanced work as they progress through the key stages. A new reading programme has also been introduced. In mathematics, a new scheme, maths mastery, has been introduced and is currently being rolled out in the early years and Key Stage 1. The school intends to introduce the new programme gradually in Key Stage 2 with new cohorts. The school is at the early stage of developing links with a multi-academy trust as part of the work on accelerating pupils' progress in mathematics.
- The school has also introduced a new curriculum scheme that is reportedly more challenging and interactive for pupils of all abilities and ages.
- Senior leaders have developed a process for identifying how well different groups of pupils are making progress. Analysis of assessment information now refers to different ethnic and ability groups, gender, disadvantaged groups and pupils with a disability and/or special educational needs. The tracking system is computerised and readily available to staff to track pupils' progress. The information is enabling staff to evaluate the rates of pupils' progress across subjects.
- The school has developed its own preferred assessment system. This is providing staff with ample information to recognise how well pupils are meeting or exceeding expectations, or if they require additional support.

Part 3: Welfare, health and safety of pupils

- At the time of the last inspection, the school had not met all requirements to meet the standards for the welfare, health and safety of pupils; the admission and attendance registers were not being maintained to the required standard. Scrutiny of the registers confirms that this standard is now met. Senior leaders are ensuring that staff use and enter the correct attendance codes and any other information needed accurately.
- Parents are informed about the consequences if their child/children do not attend regularly. Attendance remains above average for primary schools.
- As at the last inspection, the policies and procedures relating to safeguarding the welfare, health and safety of pupils remain effective. All policies are up to date and reflect recent requirements in safeguarding children and young people. Pupils follow school rules when using the stairwells appropriately; they take turns to wait and line up and walk along the corridors and stairs quietly. Good social skills and relationships were evident during lunchtime.
- Staff are appropriately trained in line with safeguarding requirements. The school behaviour logs do not include any records of pupils misbehaving. The school's record of nil exclusions has been sustained since the last inspection. Pupils are also well supervised during breaks and at lunchtime. Additional support staff provide supervision.
- As at the time of the last inspection, the school is complying with the Regulatory Reform (Fire Safety). Fire and equipment checks were completed at the start of the current school year. Procedures and systems for risk assessments are fully in place. Trained fire marshals and suitably qualified paediatric first aiders are now found in each of the four zones in the premises.

Suitable recording systems are used to record and report accidents to parents, however minor.

Part 5: Premises of and accommodation at schools

- When the school received the full inspection in December 2014, this standard was not fully met. There were insufficient washing facilities and toilets to meet the increased number of pupils on roll, and in a building set out over three floors. Following the inspection, the school has carried out extensive refurbishment by installing additional washing facilities and toilets on the ground floor and first floor. These are reserved for the sole use of pupils. Each floor has sufficient, and separate, toilet facilities for pupils' use. These facilities are well lit; they have lockable doors, warm-air hand driers and newly installed washbasins with regulated water so pupils are not in danger of being scalded. The school is in the process of completing the finishing touches, which includes putting on the final coat of paint. In addition, the first floor includes two additional sinks and a water fountain for the sole use of pupils.
- Refurbishment also included the installation of a sensory room on the ground floor for children in the early years.
- The medical room is adequate to accommodate and meet the needs of children requiring medical attention. It is close to washing and toilet facilities, including facilities for pupils with a disability. The room is equipped with a first aid kit. Each floor has a store of first aid equipment, which the school checks regularly. The school is well lit and pupils can access the building safely.
- The school has good access to ample communal space for physical education in a nearby park. This is well equipped and within walking distance of the school. The school has not compromised its standard requirement for all pupils to be fully equipped with their PE kit when taking part in physical exercise. No child is expected to be exempt from this rule. At the time of the inspection, pupils in Key Stage 1 were all fully attired in the school PE kit.

Part 7: Manner in which complaints are handled

- The school's complaint policy set outs a clear process for complainants to follow if there are any concerns or grievances about the school's provision. The procedures include a four-step process with the option for complainants to refer their complaints to an external body if they are not satisfied with the school's response. The complaints policy is readily available to parents and is prominently displayed in the school foyer.
- Additionally, senior leaders have introduced different approaches for parents to raise questions and concerns about school-related matters. These include, for example, a parents' comment and suggestion book, a suggestion box and weekly surgery times after school. Since the school opened in 2012, senior leaders and governors have not received any formal written complaints about the school's work and effectiveness. The suggestion box and book for comments include very few submissions. Verbal comments about provision have focused on the relatively short time given to Islamic studies. Senior leaders have skilfully handled this concern by referring parents to the school's ethos and values and its emphasis on academic work for life in modern Britain.
- This inspection found no evidence to indicate that the proprietor does not respond to complaints. Records of risk assessments confirm that the school carries out relevant assessments for safeguarding pupils. There is no record to support the view that the school fails to notify parents when an inspection takes place. At the start of the current term, the proprietor met with parents to update them about curriculum changes in the school, staffing, expectations in relation to pupils' achievement and the expected monitoring inspection. There is also no evidence to indicate that staff turnover is high; it is low. Two staff are currently on maternity leave and were replaced by temporary staff. Both are due to return during the autumn term. The proprietor has taken a stance in emphasising the Equality Act 2010 and teachers' rights to maternity or paternity leave.

Part 8: Quality of leadership in and management of schools

- The previous inspection found that not all governors were fulfilling their duties rigorously and systematically. They were not effective when holding the staff to account and too few were actively involved in the running of the school. Following the inspection, the proprietor has raised the profile and involvement of governors in fulfilling their statutory duties. This is ensuring that the independent school standards are fully met and the well-being of pupils is secure. Support from an external consultant has contributed to the school developing procedures to monitor the independent school standards. An annual programme for monitoring and evaluating each independent school standard has been introduced. Each governor is now responsible for overseeing a specific standard. Governors are at the early stage of monitoring the school's work. Records of initial visits on safeguarding show that they have started the process of keeping the school's work under scrutiny.
- The governing body are now better equipped to challenge the school about its work. This is because they have developed and introduced procedures for monitoring the quality of teaching and pupils' achievement. An appraisal system is now used and support for teachers who fall short of expectations has also been developed. Typical questions on the quality of education are available for governors to use as a back-up when challenging staff about pupils' achievement. This work is at the early stage of development.
- The school has been slow in commissioning a review of the governing body. This has now been done and a review is planned for October 2015.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014, and associated requirements, that the Department for Education commissioned Ofsted to inspect at this inspection. This included all standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	138564
Inspection number	10007358
DfE registration number	211/6003

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.

Type of school	Muslim primary day school
School status	Independent school
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	137
Number of part-time pupils	22
Proprietor	Neyarun Nessa
Headteacher	Rena Begum
Date of previous school inspection	2–4 December 2014
Annual fees (day pupils)	£0–£7,800
Telephone number	020 3759 7408
Email address	info@buttercupprimary.co.uk

Information about this school

- Buttercup Primary School opened in 2012 as a Muslim faith school for pupils aged from three to 11 years. The school has been in the current premises for two years. The school does not have any outdoor space for recreational activities and uses the local park nearby.
- There are 137 pupils on roll of whom 38 are in the Early Years Foundation Stage – 13 attend part time; 38 are in Key Stage 1 and 61 are in Key Stage 2.
- The vast majority of pupils are Muslim and a few are from the Christian faith. Pupils are drawn from diverse cultural backgrounds, including Bangladeshi, Pakistani, Somali, Eastern European, Swiss and White British. Most pupils speak at least two languages, including English.
- There are currently no disabled pupils or pupils with special educational needs on roll.
- The school's vision states: 'Muslim values, principles and standards lie at the heart of our education alongside a strong recognition of world faiths and the multicultural society in which we live'.
- The school was last inspected in December 2014. At the request of the Department for Education, this monitoring inspection took into consideration the school's application for a material change to assess whether the premises meet the standards for the independent school regulations.

Inspection team

Carmen Rodney, lead inspector

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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