

# Green Crescent Primary School

Green Academy, Queensberry Street, Basford, Nottingham, Nottinghamshire NG6 0DG

## Inspection dates

20–22 March 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The proprietor and school leaders have ensured that all the independent school standards have been met. They have set a clear strategic direction that is underpinned by a culture of high expectations.
- Leaders ensure that pupils' progress is tracked in detail. Assessment information is used effectively to ensure that pupils achieve well.
- Leaders monitor the quality of provision closely to ensure that it is consistent throughout the school. They take steps to address any aspects that they find to need further improvement.
- The curriculum provides opportunities for pupils to learn about a wide range of subjects alongside their Islamic studies.
- Pupils behave well during lessons and at other times of the school day. They have positive attitudes to their learning and enjoy the work they do in different subjects.
- Pupils are academically well prepared for the next stage in their education. However, some pupils are apprehensive about the transition to secondary school.
- Children make good progress in the early years. Early reading, writing and mathematics skills are taught effectively and children are prepared well for Year 1.
- Parent and carers are overwhelmingly supportive of the school. They rightly consider the school to be a safe and harmonious environment for learning. They say the school keeps them well informed about their child's progress.
- Lessons are well planned and tightly focused on pupils gaining knowledge in a range of subjects. Occasionally, however, tasks do not provide additional challenge to develop skills to help pupils gain a deeper understanding in their learning.
- Pupils achieve well in reading, writing and mathematics, reaching standards that compare favourably to those seen nationally. However, the standard of work in other subjects is not as strong and there are limited opportunities for pupils to use their literacy and mathematical skills in a range of contexts.

### Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## Full report

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

- Improve the quality of teaching so that outcomes are equally strong in all subjects by ensuring that:
  - work is suitably challenging for all groups of pupils
  - pupils use their literacy and mathematical skills in a range of subjects
  - pupils develop the reasoning and problem-solving skills to help them gain a deeper understanding of their learning in a range of subjects.
- Ensure that older pupils are more fully prepared for their next stage in education by providing appropriate support for their transition to secondary school.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The proprietor and school leaders have ensured that all the independent school standards have been met. They are ambitious for the school and set high expectations for all staff and pupils alike. The proprietor and school leaders know the school well because they carry out regular monitoring activities. As a result, they have an accurate view of what the school does well and what can be improved further.
- The headteacher has a detailed knowledge of pupils' achievements. The assessment system is used effectively to track pupils' progress. Regular meetings are held with teachers to ensure that pupils are making good progress and to identify any pupils who are at risk of falling behind and may need additional support. Some aspects of the school's work are moderated by external bodies and this enables leaders to benchmark this work against national expectations.
- The curriculum is planned to ensure that there is a good balance between different subjects, including the Islamic aspects of the curriculum. Detailed schemes of work ensure clear progression throughout the school. The headteacher has ensured that pupils enrich their learning through off-site visits and visitors to the school. For example, a visit from 'Science Boffin Harry' during the inspection captivated pupils as he demonstrated exciting experiments and pupils made 'slime', showing how polymers change their characteristics when mixed together.
- Leaders promote a culture of respect and tolerance. Pupils develop their understanding of how the school's Islamic ethos aligns with British values. Assemblies and personal, social and health education lessons provide opportunities for pupils to learn about and discuss key values, such as democracy. Pupils' visits to places of worship enhance their understanding of other religions and older pupils identify similarities as well as differences between faiths. Leaders welcome visitors to the school and the adjacent mosque to help others learn about the Islamic religion and culture.
- Parents are highly supportive of the school and praise the commitment of leaders and staff. The school communicates well with parents and there are regular events, such as the coffee evenings, to discuss their child's progress with teachers. The school sends detailed reports to parents and a recently introduced online system allows parents to access information about their child's learning on a day-to-day basis.
- The headteacher has increased the use of information and communication technology in the school's information, communication and tracking systems. As a result, he monitors aspects of the school's work, such as attendance, finance and pupils' performance, more effectively. He has also increasingly enabled pupils to learn about computing so that they develop skills that will support their future learning.

### Governance

- The proprietor works closely with the headteacher to set the strategic direction for the school and promote an aspirational culture that aims to help pupils achieve both academically and personally.

- The proprietor regularly visits the school to meet with the headteacher and carry out monitoring activities. He provides a considerable level of challenge to school leaders. He reviews the evidence for evaluating the quality of the school's work in order to identify areas that are underdeveloped. He and the headteacher manage staff performance by checking teachers' work and the progress made by pupils.
- The proprietor attends events held by the school in order to meet with parents and check they are satisfied with the school's provision. In the event that any concerns are raised, he ensures that the school responds in a timely and appropriate manner.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- The school's safeguarding policy is available on the school's website and reflects the most recent government guidance. The school's procedures for safeguarding are set out clearly and provide guidance for staff in how to record and follow up concerns. Staff know pupils well and, consequently, are alert to any minor worries and address them before they escalate.
- Staff receive regular training and refreshers to ensure that they are always up to date with the latest guidance, for example how to recognise signs of abuse and how to safeguard pupils against radicalisation and extremism.
- The school keeps detailed records of concerns and incidents. Follow-up actions are monitored regularly by the proprietor and school leaders. The school works closely with parents, particularly where any concerns arise, to ensure that pupils are supported appropriately.

## **Quality of teaching, learning and assessment**

**Good**

- Teaching strategies are consistent throughout the school. Teachers follow detailed schemes of work to ensure that pupils acquire knowledge and understanding in a range of subjects. Basic literacy and numeracy skills are taught effectively and pupils develop competent reading, writing and calculation skills.
- Pupils have positive attitudes to learning. They enjoy their lessons and say teachers 'help us learn facts' and 'give us lots of knowledge' in different subjects. Older pupils appreciate the feedback and guidance from teachers, much of which is available online for them to review before their next lesson.
- Assessment is thorough and pupils' progress is checked carefully. Where pupils are not on track to achieve their personal targets, progress is reviewed and additional support is quickly provided. Assessment information shows that pupils catch up as a result of timely interventions.
- Teachers use questioning effectively to check pupils' understanding of their work. Sometimes they ask more probing questions to challenge pupils to think harder. However, although work is sometimes more complex for the most able pupils, teachers are less effective in requiring pupils of all abilities to challenge themselves by applying their skills and knowledge in different contexts or by solving real-life problems.

- Pupils' books provide evidence of good progress over time. Work is neatly presented and reflects a range of different subjects. However, the quality and presentation of their work in subjects other than reading, writing and mathematics are not of the same standard because pupils do not demonstrate a deeper understanding of their learning.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have good attitudes to learning and are beginning to develop aspirations for their future, for example being an oceanographer or joining the army.
- Pupils said the school is a safe place. They gave examples of how the site and buildings are kept secure, and how school procedures contribute to their safety, for example through having fire drills. They also learn about keeping safe online and can identify some of the risks associated with social media and internet use.
- Pupils have a good understanding of different types of bullying and most say it is infrequent and resolved quickly by teachers. There are few recorded incidents of bullying.
- Pupils have a clear understanding of the key values of tolerance and respect for others. They are aware of those who may be at greater risk of being discriminated against. Pupils talked with the inspector about some apprehension they have about their transition to secondary school.

### Behaviour

- The behaviour of pupils is good.
- In lessons, pupils are usually attentive and on task, behave well and are polite and respectful. At other times of the school day, they enjoy playing and chatting with friends. The school's well-established routines ensure that there is an orderly and calm atmosphere.
- Attendance is broadly in line with the national average. Absences are followed up rigorously and, if the school has concerns about high levels of absence, these are discussed with the local authority.

## Outcomes for pupils

**Good**

- Throughout the school, pupils make good progress. By the end of the year, most pupils achieve the standards expected for their age in reading, writing and mathematics, and some exceed these expectations. As a result, pupils are well prepared academically for their next stage of education.
- Pupils who have lower starting points, including those who have special educational needs (SEN) and/or disabilities, make similar progress to their classmates. Their work is carefully assessed and effective support is provided to help them maintain good rates of progress, even if they are not yet working at expected standards.

- Pupils have sound reading skills. Younger pupils read confidently and answer questions about the text. Older pupils read accurately and expressively, and talk about their favourite authors and the types of book they enjoy reading. Pupils also have access to e-books to supplement the range of books in the school library and classrooms.
- Pupils' books show that they develop mathematical fluency and are confident in a range of calculations. Although there is some evidence of problem-solving and applying their knowledge of calculation, there is less evidence that they develop their reasoning skills to the same extent.
- Writing books show that pupils write increasingly at length in literacy lessons, using effectively the writing skills they have learned. In other subjects, such as history and geography, written work does not reflect the same depth of learning or indicate that pupils practise their writing skills sufficiently in different subjects.

### Early years provision

**Good**

- The early years classroom is vibrant and engaging. Children access different practical activities, which they clearly enjoy. The curriculum is varied and often follows the interests of the children. In 2017, the proportion of children who achieved a good level of development by the end of the early years was broadly in line with the national average. A similar outcome is expected this year. Children are well prepared for Year 1.
- There is a wide range of learning opportunities for children to practise what they have learned from working with the teacher. For example, some children worked with the teacher to learn the different ways to make six. To be successful, they had to count accurately. They were then able to practise this skill in other activities, such as counting how many spoons full of sand would fill a container.
- The teaching of phonics is tightly focused and proceeds at a brisk pace. Children recognise the different groups of letters and know the sounds they make. They read and write simple words and phrases confidently. The most able children enjoy writing their own short sentences.
- Parents are actively encouraged to get involved with their child's learning, for example by meeting with teachers to discuss children's progress. Parents expressed great satisfaction with the way staff help their children settle in to the school, behave well and enjoy their learning.
- Leaders ensure that safeguarding is effective and all statutory requirements for the early years provision are met. Leaders and teachers have a good knowledge of the requirements of the early years curriculum and they track children's progress in detail. The school works with colleagues from the local authority to evaluate the school's provision and this has led to increasingly effective practice. For example, it was found that outcomes in creative and technological development were not as strong as other areas of learning. The school has provided more opportunities in these areas and outcomes are improving.

## School details

Unique reference number	136425
DfE registration number	892/6074
Inspection number	10043799

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

Type of school	Other independent school
School category	Independent school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	88
Number of part-time pupils	0
Proprietor	Maulana Abdullah Khan
Chair	Maulana Abdullah Khan
Headteacher	Mutiullah Khan
Annual fees (day pupils)	£2,100
Telephone number	01158 371 338
Website	<a href="http://www.greencrescent.co.uk">www.greencrescent.co.uk</a>
Email address	<a href="mailto:info@greencrescent.co.uk">info@greencrescent.co.uk</a>
Date of previous inspection	27 January 2015

## Information about this school

- Green Crescent Primary School is a non-selective primary school promoting an Islamic ethos. All pupils are from Muslim families. The school is registered for 100 pupils aged four to 11.
- The school is a two-storey building in a residential area on the outskirts of Nottingham, adjacent to a mosque. The school buildings have been extensively refurbished, leaving only a few areas to be completed. Pupils occupy classrooms on the first floor of the building.
- A small number of pupils have SEN and/or disabilities, but none have an education, health

and care plan. All pupils speak English as an additional language. A very small number of pupils have joined the school with a limited knowledge of English.

- The school's aim is to prepare pupils to become well-informed, upright, moral citizens who provide a positive contribution to the community and society as a whole.



## Information about this inspection

- The inspector carried out a tour of the school to check on the suitability of the premises.
- The inspector visited all classes jointly with the headteacher or early years leader to observe teaching and learning.
- The inspector held meetings with the proprietor, the headteacher and other leaders during the inspection. Discussions also took place with those teachers responsible for the provision for pupils who have SEN and/or disabilities.
- Working alongside the headteacher, the inspector reviewed a sample of pupils' workbooks and scrutinised the school's assessment information.
- A range of documentation was reviewed during the inspection, including school policies and documents relating to safeguarding.
- The inspector talked with a group of pupils and listened to some pupils read. She also spoke with some pupils informally at other times during the inspection.
- A check on the school's website was carried out to confirm the required information and policies, including the safeguarding policy, are available.
- The inspector talked with a number of parents informally at the end of the school day and took into account 35 responses to Ofsted's online questionnaire, Parent View.

## Inspection team

Jane Salt, lead inspector

Ofsted Inspector

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