

Crystal Gardens

Independent school inspection report

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Reporting inspector	Mohammad Ismail

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002¹, as amended by schedule 8 of the Education Act 2005², the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

This was a light touch inspection which focused principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the school

Crystal Gardens is a Muslim primary school for pupils from four to eleven years old. It is located in the inner city area of Bradford. The school was established in November 2005 and offers education based on the National Curriculum with the provision of Islamic studies. At present there are 131 pupils on roll, 22 of whom are in the Reception class. The school was last inspected in July 2007 and is part of a trust which also runs a secondary school in the area. The school aims to 'provide good quality education in a pure and unbiased environment. To teach children good morals and principles and to help them attain a good standard of education which will impact on their future ability to strive and do well in life.'

Evaluation of the school

Crystal Gardens meets its aim by providing a good quality of education which meets the needs of its pupils and, as a result, they make good progress. The school's provision for spiritual, moral, social and cultural development and pupils' behaviour are outstanding. The school's provision of pupils' safeguarding including child protection and for their welfare, health and safety is good. It has made significant improvements since its last inspection. The school meets all of the regulations for registration of independent schools. The overall effectiveness of the Early Years Foundation Stage is good.

Quality of education

The quality of education is good. The curriculum is good and the school has a clear curriculum policy which is supported by appropriate schemes of work for each subject area. The curriculum includes all the subjects of the National Curriculum except for music which is replaced by Islamic songs. There is a good quality

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

curriculum for the reception-age children which is implemented effectively and takes the required six areas of learning into account. The school uses national strategies to ensure that pupils make good progress in English and mathematics. The curriculum also includes good quality schemes of work for Islamic studies relating to beliefs, moral teaching, supplications, prayers and Islamic history. The school's Islamic studies curriculum is delivered effectively through modern teaching methods. There is good provision for personal, social and health education (PSHE) which reflects the school's Islamic ethos and has impact on pupils' behaviour and character. The school offers physical education satisfactorily within the resources available. Some classes are offered two physical education sessions and some only one each week. Pupils want the provision for physical education to be increased to two sessions per week for all classes and would also like a bigger school playground and more sports equipment.

The school has significantly improved its provision for information and communication technology (ICT) since the last inspection. There is an ICT centre with sufficient computers and ICT is now linked effectively to other subject areas of the curriculum. The school offers teachers good support and provides good quality resources to help them implement the curriculum effectively. There are no pupils with special educational needs and/or disabilities and no pupils who speak English as an additional language. However, the school successfully identifies pupils with low achievement and provides extra help for them. There is an extended Islamic studies provision in the evening as part of the school's extra-curricular activities which provides for pupils who wish to enhance their Islamic studies. The school, through its ansar (helping others programme), encourages children to take part in charity work and help around the school such as organising school assemblies. The school offers an educational visits and outings programme which is linked to the subject areas of the curriculum. For example, a recent visit to a museum was linked to history work. Pupils and parents would like to see this provision extended. The school also offers learning opportunities for parents in the evening to involve them more effectively in their children's learning. Almost all parents express strong support for and their affiliation to the school. The school has set up a secondary school nearby to facilitate a smooth transition for its pupils in the future. The school's curriculum effectively meets the needs of its pupils.

Teaching and assessment are good throughout the school including for the reception-age children. Most teaching is good with some outstanding aspects. Teachers use their professional talents and abilities well in the planning and delivery of the curriculum. Lessons are planned well to meet the full range of pupils' needs. Teachers effectively link their lessons with different areas of the curriculum. The pupils' different learning needs are appropriately taken into account in lesson planning so that pupils are given the right level of work to match their abilities. Teachers regularly observe each other's lessons to support their continuing professional development. Teachers from local maintained schools visit to share their learning with teachers at the school. The staff work well together as a team to

support learning. There are two teachers in all classes and in some classes there are additional assistants to make sure that all pupils are well supported during lessons. Teachers in the Reception class plan and deliver their lessons effectively. There is a lead member and three assistants with appropriate qualifications to meet the requirement. Relationships between teachers and pupils are very good. Children are courteous and very polite when they talk to each other. They say they enjoy their learning and love singing nasheeds (Islamic songs) during which they also demonstrate their aesthetic talents in Islamic studies and art.

As a result of good teaching, all pupils make good progress with some doing extremely well. There is a good marking and assessment policy in place. There are assessment cycles after each half term to assess pupils in the core subjects. Assessment data is appropriately collected throughout the school and pupils are assessed in different subjects at the end of each unit of work. Teachers are given training in assessment procedures to enable them to understand national benchmarks. Pupils' progress is very closely monitored and assessment information effectively used in future planning. Progress tracking sheets are displayed in every class which show each pupil's present level and their next target. Pupils' work is regularly marked with appropriate helpful comments to support them. The school reports to parents annually and the school keeps parents well informed about their children's progress. A half-termly newsletter is published for parents.

Spiritual, moral, social and cultural development of the pupils

The school's provision for pupils' spiritual, moral, social and cultural development is outstanding and, as a result, pupils' attitudes to learning are exceptional. Their regular attendance and high level of participation in class, as well as the pride they take in presenting their work demonstrate that they enjoy their education and love the school. Their behaviour is outstanding and they are courteous including in the Reception class. They greet each other and visitors warmly. They respect their teachers and classmates. They confidently express their views. The school assemblies and Islamic practice reflect on pupils' behaviour which helps them to distinguish between right and wrong. Pupils are taught to take different responsibilities and roles in the school which, along with the good provision for ICT and for core subjects, helps them to effectively prepare for their future lives. All pupils vote for their school council representatives which helps them understand the concept of democracy and their rights as individuals in society. They are encouraged to be responsible for their uniform and equipment. They are encouraged to help others by raising funds for charities and are given opportunities to be monitors.

Pupils learn about British history and British institutions in history and citizenship lessons. The school is regularly visited by representatives of the local police, fire service and health service who take part in and lead lessons. Different religious and cultural days and events are celebrated and external speakers representing other faiths and cultures are invited to talk to pupils. This effectively enhances the provision for community cohesion. Pupils visit different places of worship and can

explain clearly what they have learnt. The school effectively involves all pupils in understanding the diverse makeup of British society.

Safeguarding pupils' welfare, health and safety

The provision for safeguarding the pupils' welfare, health and safety is good. All required policies are in place, including a safeguarding policy and overall staff are trained in safeguarding at the required level. The school's designated child protection officer has not updated their training at the required level although the necessary arrangements for this to happen have been confirmed with the local safeguarding board. The school has a first aid policy and there are two first-aiders trained at the required level. The school has a fire risk assessment which has been approved by a registered local fire safety company. All fire fighting equipment is regularly tested. The school promotes good behaviour through an extensive assemblies programme. There is a healthy food policy through which pupils are encouraged to eat healthy food. The school is 'wheelchair accessible', has washroom facilities for disabled people and meets the requirements of the Disability Discrimination Act. The school ensures that all staff and the proprietors are suitable to work with children. All checks on staff and appropriate recruitment procedures are in place and included in a single central register. The school's provision for safeguarding its pupils' welfare, health and safety in the Reception class is also good and all staffing, recruitment and first aid requirements are taken into account.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is good. Good leadership and management ensure that provision and outcomes are good. Children start with no or very little literacy or numeracy skills. Most make good progress and some make very good progress in the Reception class. Almost all children progress to Key Stage 1 with excellent personal and social skills and at expected levels in other areas of the Early Years Foundation Stage curriculum. There is an assessment system in place which ensures children's development and progress are monitored effectively. Teaching is good and ensures the environment in the Reception class is welcoming which helps children to settle quickly, develop confidence and feel safe. The relationships between staff and children are excellent. Children know how to greet each other. They enjoy singing Islamic songs and learn different supplications. There is a wide range of well-planned and exciting teacher-led and child-initiated indoor and outdoor activities which promote learning effectively. Children's personal development and behaviour are very good, partly because all adults in the setting ensure that the safeguarding, welfare and well-being of all children are secure. Staff raise children's awareness effectively about their safety and healthy eating through different well-planned activities. Staff understand fully the children's feelings and their different needs. They form effective partnerships with parents to ensure that children's needs are addressed.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

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

- Provide extra outside playground space and more equipment for physical education.
- Provide more outings and activities linked to different subject areas of the curriculum.

Inspection judgement recording form

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

How good are the outcomes for children in the EYFS?		✓		
What is the quality of provision in the EYFS?		✓		
How effectively is the EYFS led and managed?		✓		
Overall effectiveness: how well does the school meet the needs of children in the EYFS?		✓		

School details

Name of school	Crystal Gardens		
DCSF number	380/6066		
Unique Reference Number (URN)	130857		
Type of school	Muslim Primary School		
Status	Independent		
Date school opened	November 2005		
Age range of pupils	4–10		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 61	Girls: 70	Total: 131
Annual fees (day pupils)	£1,000		
Address of school	38–40 Greaves Street Bradford West Yorkshire BD5 7PE		
Telephone number	01274 573004		
Email address	almahad@live.co.uk		
Headteacher	Mr Muhammad Raqeeb		
Proprietor	Mr Ahmed Ali		
Reporting inspector	Mohammad Ismail		
Dates of inspection	21 April 2010		