

Green Crescent Primary School

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

Inspection dates 27–29 January 2015

Overall effectiveness	Good	2
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

Summary of key findings

This is a good school because

- School leaders ensure an effective balance between Islamic Studies and a wider curriculum. Pupils are well motivated and as a result they make good progress in learning activities across all subjects.
- In Reception, children make good progress in mathematics, reading and early writing. They are well prepared for entry to Year 1.
- Qur'anic learning in Arabic and *Tajweed* are well taught. Pupils' spiritual, moral, social and cultural development is well developed because staff guide them well.
- Teachers use well planned interesting lessons to motivate pupils to acquire knowledge and understanding in a wide range of subjects. Teachers adapt learning well to meet the needs of all pupils.
- Pupils' behaviour is good and they feel safe. They enjoy the sense of Islamic community the school offers. Effective teaching ensures pupils know how to stay safe on the internet, how to behave well and the importance of tolerance.
- Effective improvement planning has ensured that the regulatory failures identified by the last inspection have now been well addressed. The school's safeguarding is well thought through and is used effectively by leaders so that pupils are continuously safe and well cared for.
- Parents have a great deal of confidence in the school which keeps them well-informed about their children's progress through regular formal and informal meetings.
- Older pupils are well prepared for transition to secondary schools because they are taught good handwriting, English, and mathematical skills.

It is not yet an outstanding school because

- Teachers are not as confident in assessing accurately pupils' work in subjects other than English and mathematics.
- Pupils do not develop their teamwork and cooperation skills because of the limited range of physical activities and equipment.
- More able pupils do not make outstanding progress in reading because there is not a wide enough range of reading materials to extend their reading skills, for example in the library.

Compliance with regulatory requirements

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

Information about this inspection

- The inspection was carried out with one day's notice.
- The lead inspector visited 10 lessons and prayer sessions and visited other classrooms for short periods of time. Most of these observations were done jointly with the headteacher and senior managers.
- The lead inspector looked at pupils' work in a range of subjects and held discussions with the headteacher, the senior management team, and a range of pupils. Responses from 28 parents to the Ofsted online questionnaire (Parent View) were also analysed, together with five responses to the staff questionnaires.
- The lead inspector specifically looked at the regulations that had been failed in previous visits concerning fire safety and the condition of the premises to ensure that the appropriate action had been taken in line with the accepted action plan approved by the Department for Education.
- A range of school documentation was examined. This included the school's prospectus, information about pupils' progress including that in Reception, the school's development plan and its evaluation of its own work. Pupils' workbooks were scrutinised. Records relating to attendance, behaviour, fire safety, health and safety, safeguarding and welfare were scrutinised.

Inspection team

Sa'ad Khaldi, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a non-selective school which promotes a Muslim ethos. All pupils attending the school originate from Muslim families, but the school accepts pupils from any faith.
- Green Crescent Primary school originally opened as a Nursery provider in September 2009. It was registered as a school in November 2010 and took pupils from January 2011. It is registered to take 42 pupils from age four to 11 years. This number comes from an assessment linked to its previous accommodation. It has applied to the DfE to take 100 pupils since moving to more spacious premises but it is waiting for the official letter.
- Pupils in Reception to Year 6 are educated on the school's new site on Queensberry Street, Basford. There is a Nursery class at Leen Place that was inspected separately in October 2014. The school proposes to open a Nursery class at its Queensberry Street site, and the school is currently in discussion with the local authority concerning this further provision.
- The new site is a two-storey building which was previously a local authority maintained school. It is situated in a residential area, adjacent to a mosque. The school has almost completed an extensive refurbishment and pupils now occupy classrooms on both floors.
- An unannounced emergency visit was made in October 2013 when a number of regulatory failures relating to the premises and accommodation were identified. The school submitted an action plan to address these in January 2014 and a progress monitoring visit was made in April 2014. This found some, but not all, of the failings had been addressed, and identified a further regulatory failing.
- One in 10 pupils have a disability or special educational needs. No pupils have a statement of special needs or an education, health and care plan. All pupils speak English as an additional language.
- The school's aims include raising the children to be: 'Committed, balanced Muslims; knowledgeable scholars and contributing citizens and community builders.'

What does the school need to do to improve further?

- Raise the achievement of the most able pupils to outstanding in reading by ensuring that they have access to a wider range of more demanding reading materials, including in the library.
- Improve pupils' cooperation and team work skills in physical education by improving the range of physical activities and team games they take part in
- Improve assessment and its use so that
 - teachers are fully confident in evaluating work accurately in subjects other than English and mathematics
 - teachers and pupils use this information to understand what they now need to do to improve further.

Inspection judgements

The leadership and management are good

- The school's leaders are clear about how to improve the school further. They have drawn up a development plan that provides specific targets over time and is carefully checked on. Leaders have an effective attendance policy which secures good pupil attendance and punctuality.
- Achievement has improved because subject leaders, including the leader for the early years, generally check on pupils' progress well. They ensure that pupils are able to meet their next steps targets in learning. More-able pupils' progress is monitored effectively by middle leaders. However, leaders are still developing ways of assessing pupils' knowledge, skills and progress under the new National Curriculum arrangements in subjects other than English and mathematics. The school has plans to develop further partnerships and share training with local schools, so that teachers become more confident in their understanding of these arrangements and how to use pupils' work to raise achievement further.
- The school's improvement plan ensures that that all health and safety regulations are met and that routine checks are recorded so that appropriate maintenance can be undertaken. The building and playground space are well managed through effective risk assessment, fire safety procedures and safeguarding policies. School staff are carefully checked before being appointed. They are well deployed and effectively supported by some local volunteers who have also been subject to the necessary checks.
- Parents and carers are encouraged to be involved in their child's learning through informal coffee evenings, formal parents' feedback meetings and information technology links through a school portal. The portal provides confidential information about behaviour and progress to parents. It also has links to extension activities, which include mathematics work. All parents responding to the online Parent View survey would recommend the school, and agree that their children are happy there.
- School leaders monitor teaching and learning regularly through watching lessons and studying pupils' books. Effective arrangements for the management of teachers' performance are in place and ensure staff are held to account. Good teachers are rewarded and underperformance is addressed effectively.
- Pupils' progress information is well utilised, by staff to plan more challenging new activities so that they achieve well. The school also uses this information effectively to share with parents how well their child is doing. Responses from staff questionnaires show great confidence in the school's provision.
- The school's curriculum is broad and balanced and is based on the National Curriculum. Leaders ensure that pupils achieve well in English, mathematics, science, humanities topics, art and design, physical education and information communication technology. These subjects contribute well to pupils' spiritual development and wider academic achievement as well as to their key skills in literacy and numeracy. Although pupils have an effective range of physical activities they do not take part in many team activities and this means their teamwork and cooperation skills are not as developed as other aspects of their personal development.
- Pupils behave safely together and show good spiritual, moral, social and cultural development. Pupils are treated fairly and discrimination is not tolerated.
- Teachers ensure that pupils are well prepared for their next stage of education and understand life in modern Britain. Staff have received appropriate training and discussed issues such as extremism and the need for balanced views in delivering the curriculum. As a result, pupils show a good understanding of complex issues in society, such as the need for enterprise and creating wealth without harming the environment.
- The school has created a school student council. Pupils are keen to give their views and show initiative in line with respective Islamic and British values. Pupils have responded particularly well to a newly introduced positive behaviour system.

■ The governance of the school:

The headteacher and proprietor jointly manage the school and its resources. They ensure that pupils achieve well. The school uses information purposefully so that teaching, resources and training continually improve.

The school meets all the independent school standards. It has a published complaints policy that is available to parents and meets regulations.

The proprietor has ensured that the school fulfils its safeguarding role, statutory duties, including carrying out risk assessments, personalised pupil care and reporting to parents. The proprietor and staff promote the welfare, health and safety of pupils through the prevention of bullying, maintenance of good health and safety practices.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils show positive attitudes to learning. In lessons they contribute well to discussion and listen carefully to what others have to say. They understand the school's code of conduct well. The Islamic aspects are particularly strong, with pupils understanding fully how to join Islamic prayer assemblies respectfully. Older pupils offer the call to prayer and show good responsibility in this role.
- Day-to-day behaviour is supported by an information and communication technology (ICT) system that allows teachers to award motivational points or record observations of improving behaviour. These are shared with pupils and parents who log into the system. The pupils like the system and say that it provides them with an incentive to demonstrate good behaviour.
- Punctuality is good and attendance is above average. The school has a clear anti-bullying policy which is applied well and there have been no exclusions.
- The school's Islamic teaching supports tolerance and *Risalah* whose teaching is that 'all nations have messengers'. The local vicar is a regular visitor and the school has a good relationship with its neighbour, the local church.
- Pupils raise funds for charities, and were recently involved in a 'Big Clean Up' to improve the local area and pick up litter. The new school council has additional plans to improve the local environment. Older pupils are not involved in selecting the local topics they study. They are confident that if given some choice in the planning of such topics, it will motivate them further to study well.
- School visits to local places of worship allow pupils to understand what others believe. Pupils are particularly well behaved on such visits, and a scrutiny of their work shows they gain a good understanding of other communities in Britain.

Safety

- The school's work to keep pupils safe and secure is good. In response to the online survey, parents indicated that they feel pupils are safe. Older pupils interviewed said that the school helps them to stay safe by preparing them well to deal with the risks associated with extremism and the internet, for example, they understand what to do if they find themselves in a difficult situation on the internet. All parents responding to the Parent View survey say that they would recommend the school. Road safety is well taught, and pays careful attention to the school's location near to a major tram and bus junction.
- Pupils use the playground responsibly and bullying is very rare. School records confirm this. All pupils say they have confidence that an adult would sort out any incidents quickly.

- The school carries out regular fire drills, health and safety checks. Staff trained in first aid have received additional training to look after children in the early years. Risk assessments are detailed and effective, including those for off-site visits. School leaders support safe practices in learning and act as strong role models. They ensure that visitors to the school are checked and watched over carefully.

The quality of teaching is good

- Teachers plan well and meet the range of pupils' needs in the different year groups well. Pupils' work, and discussions about their progress and response to teachers' marking, show that pupils have a good understanding of their personal targets.
- Teaching in English and mathematics is good. Pupils apply their reading, writing and mathematical skills in a range of different activities. Assessment in English and mathematics is good, with pupils frequently self-assessing their work accurately, so that they understand easily how to improve. Teachers are not as confident in assessing pupils' progress in other subjects, other than English and mathematics; the school is still working on how it will assess pupils' work against new age related criteria.
- The school has an agreed homework policy and older pupils keep a diary in which to record tasks set. Marking is done with care and is informative. Teachers frequently offer a 'could be better if' comment in response and expect pupils to act on these points. Pupils' responses to these pointers are good.
- Teaching in Islamic aspects is outstanding because pupils rapidly understand all aspects of faith and prayer. They learn *Hadith* and these add very well to *Sunnah* learning. The school offers outstanding leadership in Qur'anic reading and some pupils achieve preliminary secondary age standards. Work in books shows that the progress is outstanding in response to individual starting points with differing stages of Arabic.
- Pupils in Years 5 and 6 learnt about an international author who was born as a miner's son in the local area. These studies helped them consider the living conditions of working families in the Victorian and early Edwardian in the context of widespread social class divisions. This prepared them well for understanding how British values have developed and how society has changed, for example through the success of women's suffrage and improved rights for workers.
- Reporting to parents is well developed. The reports are informative and identify new targets for pupils, particularly in the key areas of learning.
- More-able pupils are successfully challenged in writing and mathematics. A few of the most able pupils' progress in reading is a little slower because the books and materials available in classes and the library do not challenge them enough.
- Teachers have good subject knowledge and make good use of questioning to check and extend pupils' understanding. Pupils often work co-operatively and sometimes in mixed-aged groups, where relevant work is given to them. They say that they enjoy their lessons, and that teachers give them work that is not too easy or too hard.

The achievement of pupils is good

- Progress is good in all age groups because pupils achieve well in reading, writing and mathematics from their starting points.
- All pupils come from backgrounds where English is not the main home language. A considerable proportion of pupils start school with important gaps in their knowledge of the English language and literacy. However, English is taught well and by the end of Year 6 pupils achieve standards expected in writing and reading. Work in books shows them to be writing effectively, with good levels of grammar and spelling. They understand the different styles of writing and how to create them. They are learning to write well in timed exercises in preparation for secondary school.

- In mathematics, pupils are well taught so that they have good standards of presentation and of understanding of calculations and of problem solving. They can handle two and three figure calculations; they understand the properties of simple and more complex shapes. They practise their mathematics using ICT programmes well and can use it to convert fractions into decimals or percentages.
- The most-able pupils achieve good standards of literacy, although the school has not yet acquired sufficient materials, including in the new library, to challenge them fully. In mathematics, the most able are fully challenged and exceed age-related expectations.
- Pupils are fluent in Arabic and they read with good expression. Most are learning successfully to recite by memory. They understand Arabic grammar and lettering. They recognise words and can assemble them into sentences or phrases. They enjoy religious assemblies where the Qur'an is recited. They understand how to compare religions and belief systems. They show tolerance towards other faiths.
- The learning needs of disabled pupils and those who have special educational needs and disabilities are well-met because effective individual education plans drive the provision made for these pupils well. The special needs co-ordinator ensures that targeted teaching has a good impact on pupils' progress from their individual starting points. Currently, there are no pupils with a statement of special education need or an education, health and care plans.
- Pupils enjoy art and design. They are creative but conform to the Islamic convention that human representation is not to be used. Similarly in music, they use Islamic methods of drumming to great effect.

The early years provision is good

- The leadership and management of the Reception year is good. All children's progress is watched carefully and new activities are then planned which challenge them and develop their basic skills. Good teaching is characterised by good planning that balance child-selected activities with time spent working with the teacher in small groups.
- Assessments are made on entry to Reception take good account of the records of achievement from the Nursery provider. This ensures children quickly settle in well and staff can swiftly plan appropriate activities for every child. Relationships between staff and children are good. Parents are regularly consulted about their views of children's needs and their children's progress. Children show good development in the skills necessary to support personal independence and decision-making because of the good teaching they receive.
- Children make good progress in their letters and sounds work. In their number work, standards are above those typical of others of their age. Story times are used well and there is a good balance of stimulating indoor and outdoor activities. Children use dough to roll out strands and make letters from them with precision and care.
- Children are well prepared for their Year 1 class transition because they make good progress in all the early years areas of learning.
Considerable emphasis is placed on children's personal, social and emotional development. As a result children behave well and they feel safe in school.
- Assessments at the end of the Reception Year have been checked for the last two years and found to be accurate by the local authority. During the inspection a range of current records of achievement were scrutinised which confirmed that early years children make good progress. These are shared well with parents.
- The Reception children are safe, well cared for and happy. All the required welfare, health and safety requirements are met and risk assessment checks are carried out effectively.

What inspection judgements mean

School provision

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.gov.uk/government/publications/non-association-independent-school-inspection-handbook.

School details

Unique reference number	136425
Inspection number	454301
DfE registration number	891/6074

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	Muslim Primary School
School status	Independent school
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	51
Number of part time pupils	n/a
Proprietor	Abdullah Khan
Headteacher	Mutiullah Khan
Date of previous school inspection	24 April 2014
Annual fees (day pupils)	£1,800
Telephone number	0115 837 1338
Email address	headteacher@greencrescentprimary.co.uk

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