

Crystal Gardens Primary School

38–40 Greaves Street, Bradford, West Yorkshire BD5 7PE

Inspection dates

5–7 March 2019

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

Summary of key findings for parents and pupils

This is an outstanding school

- The proprietors' vision is being realised. Their aims of creating a school in which pupils become positive role models and actively contribute to the wider community are being achieved.
- The proprietors and headteacher ensure that all the independent school standards are met.
- The standard of teaching, learning and assessment in the school is outstanding. Excellent guidance from senior leaders has helped teachers to refine their practice. Teachers ensure that their pupils achieve their potential.
- Pupils take great pride in their work. Standards of presentation, spelling, punctuation and grammar are high.
- Leaders have ensured that outcomes for pupils are outstanding. Pupils make strong, sustained progress right across the school. By the end of key stage 2, standards of attainment in national curriculum tests are well above average.
- Pupils learn about and appreciate their community. They learn about their own and other faiths, developing respectful and tolerant views of different groups in society.
- In most subjects the depth of pupils' learning is impressive, although topics in history and geography are sometimes covered more superficially.
- The personal development of pupils is outstanding. They are happy, confident and self-assured learners who are eager to take part in lessons and share their opinions.
- The standard of education in the early years is outstanding. Strong leadership has ensured that the team of adults are skilled and knowledgeable. Children make an excellent start. However, broader assessment of children when they enter the school would give the staff a more holistic picture of their needs.
- Pupils' behaviour is exemplary. Pupils conduct themselves impeccably. They are polite, friendly and supportive of one another. As a result, pupils say that there is no bullying in the school.
- Leaders are keen to promote pupils' understanding of equality. They have ensured that curriculum themes skilfully promote all aspects of pupils' spiritual, moral, social and cultural development.

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?

- Broaden the assessment of children when they first join the Reception Year, so that members of staff have a more holistic understanding of children's needs.
- Ensure that topics covered in history and geography provide pupils with the same depth of learning as in all the other areas of the curriculum.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The proprietors have ensured that all the independent school standards are met. They have continued to improve the school so that its aims and vision are being effectively realised. Crystal Gardens Primary School is providing an outstanding quality of education.
- Parents and carers who made their views known are delighted with the school. All of those who responded to Ofsted's online questionnaire, Parent View, would recommend the school. One parent, reflecting the views of many said, 'This school is a blessing. The attention and care they give to the students is fantastic.'
- The headteacher is very well regarded by parents and her staff. Her determination to improve the school is clear to see. She plans improvements carefully and continually checks the quality of teaching and learning. Parents who responded to Parent View stated that leaders are easy to contact and are approachable. Any concerns parents have are quickly dealt with.
- The curriculum is a strength of the school. Leaders have developed detailed planning within each national curriculum subject. The faith aspect of pupils' education is enhanced by the addition of Islamic Studies. There are a range of themes that run across year groups covering personal safety, people who help us, community, the wider world and technology. These themes make a considerable contribution to pupils' personal development. The curriculum is further enriched through visits out of school to places such as a zoo, a railway museum, a Sikh temple and a wildlife park. Pupils also learn about the value of contributing to the local community through activities with a local nursing home and St Luke's Hospital. A wide range of visitors come into school to talk about their roles in society. In the last year, these have included the nurse, a dentist, members of parliament, councillors, a builder and representatives of different charities. All pupils have been trained in first aid by the St John's Ambulance Brigade.
- The richness of the curriculum encourages pupils to be aspirational. Most boys and girls that inspectors spoke to wanted to pursue professional careers.
- Leaders foster the equality of opportunity very well. In the school's 'tolerance week' pupils consider the rights of different groups in society. They debate statements such as, 'A boy in your class chooses to wear pink trainers. Is it OK to call him names?' and, 'You live in a street where you play out with your friends. Most are Muslim. A non-Muslim family move in to your street. Would you play with their children?' Similar activities are woven into the curriculum, helping pupils to reflect on issues of difference and diversity and ensuring that the school policy on the fostering of fundamental British values is successfully enacted.
- A particular feature of the school is the very evident pleasure that pupils get from their studies. This is because relationships in school are very positive and because teachers make every effort to make learning activities fun. Pupils respond enthusiastically and behave impeccably. Their attendance, which is above that seen nationally in primary schools, is further evidence of the value they place on their education.
- Leaders ensure that pupils' welfare, health and safety has a high priority. They ensure that the premises are in good order. They have detailed risk assessments in place relating to all aspects of the building's use and for when pupils go out on visits.

Governance

- The proprietors are actively involved and very interested in the progress of the children in their care. They think deeply about how to improve the school and provide the headteacher with strong support and challenge.
- The proprietors systematically check assessment information and reports from leaders about the quality of work in pupils' books across the year. Therefore, they know how well pupils are progressing. Any weaker progress is quickly identified, and measures are put in place to address and gaps. Their rigorous approach has ensured that standards of attainment have been consistently high since the last inspection.
- The proprietors are strongly committed to ensuring that the school fosters pupils' personal development. Their well-articulated vision, backed up by the policies, ensures that pupils learn about and appreciate their own faith and that of others, and that difference and diversity are celebrated.
- The Department for Education has been informed of the recent appointment of an additional proprietor.

Safeguarding

- The arrangements for safeguarding are effective. The proprietors and school leaders have ensured that all safeguarding arrangements are fit for purpose.
- Thorough vetting checks are made on all adults and visitors to the school.
- Leaders ensure that all members of staff are trained in child protection. Their training has included how to recognise the signs of radicalisation and extremism. Staff are vigilant for any signs of abuse or neglect. There is an up-to-date policy in place and all members of staff understand how to make a referral if they have a concern.
- The staff supervise pupils carefully at playtime.
- The school has recently established a website. During this inspection leaders arranged for the safeguarding policy to be published on the website. The safeguarding policy is up to date and meets the requirements set out the most recent Department for Education guidance.

The school's application to make a material change to its registration

- As part of this inspection, the Department for Education commissioned Ofsted to evaluate whether the standards associated with a material change were likely to be met. The proprietors have applied to alter the age range to include children from 0 to 11 years of age and to increase the admission number by 33 places.
- The standards in Part 1 are unlikely to be met. Although leaders have prepared schemes of work for three-year-old children, they do not have any plans in place to support the learning and development of younger children.
- The standards in Part 3 relating to the welfare, health and safety of children in the proposed premises are likely to be met. All relevant checks on the premises have been completed. Safeguarding and health and safety policies currently in place are adequate.
- The proprietors have not, as yet, appointed any additional staff.

- The standards in Part 5 are unlikely to be met. The proposed premises do not have the necessary spaces to meet the early years foundation stage safeguarding and welfare requirements. For example, there is no separate room for babies or a suitable area for children to sleep. There is no self-contained area to change children's nappies and tend to their hygiene needs. The proposed premises are within the basement of an adjoining building to the school, with limited natural light and ventilation. The outdoor space has not been developed to ensure that it is large enough for the proposed number of children to play and to be secure.
- If the material change is implemented the school is unlikely to meet the relevant independent school standards.

Requirements unlikely to be met if the material changes relating to the school provision are implemented

- The necessary curriculum policy and schemes of work for the full 0 to 3 age range are not in place. It is not clear how the school will provide for the personal, social, emotional and physical development of children and for the development of children's communication and language skills.
- The proposed premises do not meet the early years foundation stage safeguarding and welfare requirements.
- Further work is required to improve and make secure the outside space.

Quality of teaching, learning and assessment

Outstanding

- The teachers at the school are dedicated, hard-working and very motivated. Any weaknesses evident in teaching at the time of the last inspection have been addressed. The standard of teaching across the school is now consistently high.
- Pupils benefit enormously from the school's team-teaching model in place in each classroom. This enables teachers to lead on different subjects and support one another in the teaching of lessons. Each pair of teachers plans lessons together, ensuring that careful thought and consideration goes into designing the sequence of learning.
- Leaders check on the quality of teaching frequently and share their findings with the staff in weekly 'buzz sessions'. Consequently, teachers discuss and debate their practice regularly. Inspectors found teachers to be very motivated and eager to refine their practice.
- The teachers share the learning intention each lesson with the pupils and explain how new content links to their existing knowledge. They introduce new knowledge sequentially and check pupils' understanding as the lesson progresses. They constantly circulate the classroom and check to see that pupils are making progress. As a result, any misconceptions are quickly spotted and addressed.
- Teachers monitor pupils' progress very attentively. They are determined that their pupils will achieve well. They provide them with precise feedback on how to improve their work and continually encourage and challenge them in equal measure.
- Pupils are avid learners and take delight in acquiring new knowledge. They work hard

across the day and are very productive. Pupils complete homework tasks and enjoy reading for pleasure. They take great care with the presentation of their work. Their diligence ensures that standards of spelling, punctuation and grammar are high.

- Teachers are adept at planning opportunities into lessons to foster pupils' spiritual, moral, social and cultural development. This approach ensures that values such as respect for one another, a sense of right and wrong and awareness of other cultures are continually being developed. For example, inspectors observed younger pupils discussing the kindness and respect shown by the family in the book they read, 'The Tiger Who Came to Tea'. In a Year 6 lesson, inspectors noted how moral questions about slavery were discussed in a carefully balanced approach.
- The progress of pupils with lower starting points is carefully monitored. Teachers think carefully about the work they provide and adapt or tailor work so that it is suitable. As each classroom has two teachers who both understand each pupil's needs, good support is provided to help lower-attaining pupils access the curriculum.
- The school provides detailed annual reports to parents on their children's progress and attainment in each subject studied.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are happy, confident and self-assured learners. They take great pride in their work and are keen to do their best. Throughout the day, pupils apply themselves well and work hard. They respond positively to the challenge and encouragement of their teachers.
- In lessons, pupils enjoy discussing and debating issues. They express their ideas in full sentences and give reasons for their views.
- Pupils can talk about jobs they would like to do when they leave school. They are aspirational and determined to be successful in the future.
- The personal, social, health and economic (PSHE) curriculum covers a broad range of topics. Pupils learn about how to be healthy and, at playtime, make good use of the games equipment provided for them. Although recreational space is limited, visiting sports coaches provide activities such as football, archery and dodgeball. In PSHE lessons, pupils learn about the need to stay hydrated and about healthy eating. These lessons also help pupils to understand risks and strategies to stay safe. For example, pupils are knowledgeable about how to stay safe when online.
- Pupils learn first-hand about democracy through elections to the school council. Pupils are also encouraged to contribute to their local community. Last year, each class decided how they could make a positive contribution. In one class, each pupil collected a shoebox of toys which were donated to a local charity shop. Another class decided to pick up litter from the locality. These opportunities reflect the proprietors' vision and very much help pupils to connect with others beyond the school.
- Pupils consistently told inspectors there is no bullying because everyone gets on so well with one another. Pupils are aware that bullying could happen, and they know what to do

if they have a concern.

Behaviour

- The behaviour of pupils is outstanding. Pupils' attitudes to learning, from the Reception class to Year 6, are exemplary. In lessons, pupils follow instructions immediately and concentrate on their work. They are curious and fascinated by new topics. The standard of presentation of their work is very high.
- The school's records show that incidents of poor behaviour have reduced over time. This year to date, there have been no incidents of unacceptable behaviour.
- Pupils are unerringly polite and respectful to visitors, members of staff and one another.
- The overall level of pupils' attendance is above the national average for primary schools and their punctuality is excellent.

Outcomes for pupils

Outstanding

- Pupils begin key stage 1 well prepared for formal education because of the excellent start they make in the Reception Year. Almost all pupils have a sound grasp of phonics and can read and write and use numbers proficiently. The good routines and pleasure for learning that are developed in the Reception Year ensure that pupils' attitudes to learning are positive from the start.
- Progress across key stage 1 is strong and sustained for all pupils. Teachers have high expectations and challenge pupils to improve their knowledge and understanding. Progress is particularly good in literacy and numeracy because teachers check pupils' work very diligently and ensure that errors are corrected.
- In key stage 1, pupils undertake a 'big write' exercise each week. They quickly develop the skills to write at length and show a mature grasp of spelling, punctuation and grammar. They develop the skills to write in different styles and for different audiences because teachers skilfully help them to appreciate the differences in formal and informal language.
- In recent years, a high proportion of pupils have attained the standards expected for their age at the end of key stage 1 in reading, writing, mathematics and science. In addition, around two thirds of pupils attained the higher standard in mathematics.
- The pupils continue to make rapid progress across key stage 2 and show extremely positive attitudes to learning and a desire to work hard. Teachers' expectations continue to be high across key stage 2. As the pupils mature, they become increasingly confident to articulate their knowledge and understanding. They are keen to participate in lessons and share their ideas with the class.
- The pupils sit national curriculum tests at the end of key stage 2. In recent years, almost all pupils have attained the expected standard in reading, mathematics and spelling, punctuation and grammar. Last year, half of the pupils attained the higher standard in these subjects. Scrutiny of pupils' work shows that many pupils also develop excellent standards of writing. Inspectors found particularly impressive examples of poetry and journalistic reporting.
- Progress is strong across of broad range of subjects. Pupils study science extensively and

explore topics in considerable depth. Scientific knowledge taught directly by the teacher is supplemented well with practical investigations and carefully guided research from the internet. In a Year 6 science lesson, for example, pupils used the 'classroom learning wall' and the internet to explore how different animals were classified. They displayed a clear curiosity and relished the challenge of getting to grips with new terminology.

- Although the pupils' progress is strong in the vast majority of subjects, occasionally some topics in history and geography are covered in less depth and subject-specific skills are not developed to the same high standard.
- The pupils read often and show a clear pleasure in books. Every pupil reads to an adult each week and those needing extra help do so much more frequently. Almost all pupils quickly develop as fluent readers. The school has a well-stocked library and all pupils are expected to read for pleasure at home. Strong partnerships with parents ensure that pupils read widely. Older pupils read appropriately challenging texts. When reading aloud, they read with great fluency and expression, reflecting their excellent comprehension of texts. Inspectors noted how several older pupils had sourced their own books linked to the slave trade topic they were studying in class. This epitomised the curiosity and desire to learn that typifies the approaches of many pupils in the school.
- The combination of high academic achievement coupled with the enjoyment in learning shown by the vast majority of pupils ensures that they are well prepared for the next stage of their education.

Early years provision

Outstanding

- The Reception Year ensures that children make an excellent start. Children enter the school having had varying experiences, with some having not had any nursery education. They make rapid progress across the Reception Year. By the end of the year, almost all children reach a good level of development, with many working above the level of development expected for their age.
- The team of adults working in the Reception class are warm, friendly and welcoming. They quickly establish strong partnerships with parents. There are half-termly consultation meetings to keep parents informed. Daily information is provided through a school-to-home book and parents play a big part in recording their children's skills and interests as they develop at home.
- Children quickly settle into good routines. They can concentrate and sustain their interest in the carefully designed tasks provided for them. Activities are made to be fun. They capture children's interest and draw them in through play.
- The adults are skilled at developing learning as they play alongside children. They ask excellent questions to extend children's understanding. For example, when children were building a tower, the teacher said, 'You have made a tower with 10 bricks. How many would you have if you added one more?' Teachers are good at extending children's vocabulary and take every opportunity to introduce new words.
- The adult-led sessions help children to quickly acquire a good grasp of the sounds letters make. Consequently, most children quickly progress into writing. Precise teaching ensures that children form letters correctly and begin to write sentences for themselves. An inspector observed one child confidently write a postcard home from her holiday,

correctly adding her address.

- Adults in the setting monitor children carefully, assessing their progress and determining what activities are needed to move them forwards. They display an excellent understanding of child development. The Reception staff form a very effective team who know the children's individual learning needs particularly well.
- The children behave impeccably. They share resources, take turns, are polite to one another and are keen to participate in group activities. They respond positively to the many rewards that adults provide for their efforts.
- The early years is very well led and managed. All adults in the setting understand their role and contribute effectively to children's learning. They are very vigilant and ensure that all of the independent school standards relating to the safeguarding and welfare of children in the current early years provision are met. They supervise children carefully when they use the existing outside space.
- Although leaders have secure systems in place to assess children's progress, they recognise that they could broaden their baseline assessments of children beyond how well they can read, write and use number when they first enter the school, to form a more holistic picture of children's needs.

School details

Unique reference number	130857
DfE registration number	380/6066
Inspection number	10061251

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	134
Number of part-time pupils	0
Proprietor	Ahmed Ali, Abdur Raqeeb & Feizal Patel
Chair	Not applicable
Headteacher	Rashta Bibi
Annual fees (day pupils)	£1,450
Telephone number	01274 573 004
Website	www.crystalgardens.org.uk
Email address	crystalgardens@hotmail.co.uk
Date of previous inspection	8–10 March 2016

Information about this school

- Crystal Gardens Primary School opened in 2005. It is registered by the Department for Education as an independent school for up to 140 boys and girls aged between 4 and 11 years.
- The school has a Muslim religious character. The school was established to enable Muslim children to fulfil their obligation towards their Creator, parents and the society they live in, making them good law-abiding citizens, who will become positive role models and actively contribute to the wider community.
- Pupils come from the immediate locality and more widely across the city of Bradford.

- A higher than average proportion of pupils come from disadvantaged backgrounds.
- Currently, there are no pupils with special educational needs.
- The school provides a madrasa class which runs from 2.30 to 4.00pm each day. Parents can enrol their children into the class.
- The school was last inspected in March 2016.

Information about this inspection

- The inspection was carried out over two and a half days with half a day's notice.
- Inspectors observed teaching and learning across each key stage including the Reception Year. Some visits to lessons were undertaken jointly with the headteacher. During lessons, inspectors sampled pupils' workbooks and talked to some pupils about their learning and progress.
- Inspectors held meetings with the headteacher and the proprietors. Inspectors also met groups of pupils to explore their views of the school. Inspectors also observed pupils at social times and talked to pupils informally.
- Inspectors scrutinised a wide selection of pupils' workbooks across the full age range.
- Inspectors also considered 14 responses to staff questionnaires and 39 responses to Parent View.
- Inspectors examined a range of documents required as part of their assessment of the school's compliance with the independent school standards, including policies, safeguarding information and documents provided for parents. In addition, inspectors examined assessment information, monitoring records and attendance information.
- As part of this inspection, the Department for Education commissioned inspectors to evaluate whether the school was likely to meet the relevant standards associated with a material change. The proprietors were requesting a change to the age range to include children from 0 to 11 years of age and to admit a further 33 children.

Inspection team

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Her Majesty's Inspector

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Ofsted Inspector

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