

Fig Tree Primary School

30 Bentinck Road, Hyson Green, Nottingham, Nottinghamshire NG7 4AF

Inspection dates

11 July 2018

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(a), 2(2), 2(2)(d), 2(2)(d)(ii), 2(2)(i)

- At the previous inspection, the proprietor had not ensured that a written policy on the curriculum, supported by appropriate plans and schemes of work, was in place and used effectively by teachers. This was particularly the case for history, geography and science. At the previous inspection, the proprietor had not ensured that pupils' personal, social, health and economic education encouraged respect for other people and had particular regard to the protected characteristics. Pupils were not receiving effective preparation for the opportunities, responsibilities and experiences of life in British society.
- At the previous inspection, the inspector noted that older pupils did not have frequent opportunities to apply spelling, grammar and handwriting skills when writing at length in English and other subjects. The inspector also noted that the least able readers were not supported effectively and that teachers did not have high enough expectations of the presentation of pupils' work. Teachers did not provide pupils with good enough opportunities to develop problem-solving and reasoning skills in mathematics and, where classes were taught together, the work was not sufficiently challenging.
- The headteacher has ensured that an appropriate curriculum policy is now in place. Teachers now use appropriate curriculum plans and schemes of work in, for example, English, mathematics and the foundation subjects. Work in pupils' books shows that science, geography and history are taught in all year groups. Policies and plans are ensuring that where the classes are taught together, teachers are planning work for pupils that is appropriate and sufficiently challenging.
- Teachers provide pupils with a range of mathematical learning in areas such as the four rules of number, algebra, shape, space and measures, and data handling. There are frequent opportunities for pupils to practise these mathematical skills in problem-solving and reasoning activities. For example, pupils in Year 3 and Year 4 successfully enjoyed the challenge of making three squares from four long straws and three short straws.
- The headteacher has introduced a curriculum plan for pupils' personal, social, health and economic education. A weekly 'theme of the week' helps to deepen pupils' knowledge and understanding of values. For example, during the inspection, pupils were exploring 'the danger of being arrogant'.

- Pupils are developing their knowledge of different cultures and faiths, for example through writing biographies about famous people during 'black history month' and studying different countries from the football World Cup.
- Pupils are aware of equality and treating others with respect. One pupil told the inspector that 'Everybody should be treated equally.' However, pupils are less sure, for example, regarding families that are of same-sex marriage or same-sex relationships. Leaders and teachers agree that this area of the curriculum requires further work if pupils are to be fully prepared for life in modern Britain.
- Teachers are now providing pupils with more frequent opportunities to practise spelling, punctuation and grammar skills in longer pieces of writing in English and across the curriculum. For example, in Year 3 and Year 4, pupils had written recounts of Greek myths, diary entries and a non-biased argument entitled 'Is quarrying good or bad?' Pupils in Year 2 had written instructional texts, stories and poetry using alliteration. Pupils' presentation and handwriting is not as strong in Year 5 and Year 6 as it is in other year groups.
- Teachers provide support for the least able readers. Pupils say they enjoy reading and had books that were appropriately challenging. Pupils use phonics skills to decode any unfamiliar words.
- Teachers provide pupils with opportunities to learn a wide range of subjects and topics, including history and geography. In Year 3 and Year 4, topics such as animals, magnetism, plants and pollination, and solids and liquids have been taught during the academic year.
- The proprietor has ensured that all the standards in this part have been met.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraphs 5, 5(b), 5(b)(iii), 5(b)(iv), 5(b)(vi)

- At the previous inspection, the proprietor had not ensured that pupils accepted responsibility for their behaviour and understood how they could contribute positively to the lives of those living and working in the locality. Pupils' general knowledge of and respect for public institutions and services were weak. The school did not have effective links with local schools or places of worship.
- During this inspection, pupils told the inspector that behaviour in classes, and during breaktimes and lunchtimes is generally good. They stated that adults are quick to sort out any disagreements quickly and fairly. Pupils have a secure understanding of bullying and the different forms this can take. For example, pupils in Year 3 and Year 4 had made pledges during a recent anti-bullying week to 'not call people names' or 'not hurt anyone'. On another anti-bullying display, a pupil had written, 'We will not use our hands for hitting others; we will use them only for helping.' Records kept by the headteacher show that bullying and incidents of poor behaviour are rare.
- Pupils had the opportunity to meet pupils from other schools in a recent netball tournament. However, these opportunities are infrequent. Teachers and leaders agree that a next step is for the school to make links with other schools. These links will provide opportunities for pupils to meet with pupils from different cultures and backgrounds to their own. These links will also enable teachers to share good practice and moderate pupils' work. This moderation will help to ensure that the judgements

teachers are making around pupils' attainment and progress are accurate.

- Pupils are developing their knowledge and understanding of British values. A new, democratically elected school council has recently made valuable contributions to school life by changing the school lunch menus and purchasing playground equipment. This has helped to improve pupils' conduct at social times.
- Pupils have recently contributed to the local community by donating to a local food bank and raising money for a cancer charity. They have also developed their knowledge of how to stay safe through visits from the local police and fire services. Pupils have begun to learn about different faiths by, for example, visiting a local gurdwara.
- The proprietor has ensured that the independent school standards in this part are met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 11, 12, 16, 16(a), 16(b), 32(1)(c)

- At the previous inspection, the proprietor had not ensured that the arrangements made to safeguard and promote the welfare of pupils had regard to guidance issued by the Secretary of State. There was no effective health and safety policy or compliance with the Regulatory Reform (Fire Safety) Order 2005. There was no effective risk assessment policy or risk assessments carried out for activities both on and off the school site.
- The headteacher has ensured that an appropriate health and safety policy is now in place. This policy is available for parents and carers to view on the school's website. It contains reference to relevant statutory guidance.
- The school commissioned an external review of its health and safety policy and procedures in January 2018. Consequently, an appropriate action plan was created which enabled leaders to address further areas for improvement. For example, a morning site walk now occurs that helps leaders to identify any gaps in security fencing that may have occurred overnight. A member of the governing body monitors this and holds the headteacher to account.
- The headteacher has ensured that an appropriate risk assessment policy is now in place. This policy clearly outlines teachers' roles and responsibilities when planning for educational off-site visits. The risk assessments are appropriate and unique to the pupils and to the venue to be visited. The headteacher ensures that risk assessments are completed correctly before permission is given for the trip to go ahead.
- The designated safeguarding leads and members of staff have received relevant training in spotting the signs of neglect, female genital mutilation, child sexual exploitation and domestic violence. Adults complete concern forms should they be worried about a pupil or family. The designated leads complete these forms and assess if any further action or support is required. Prompt action is taken should any advice or support be required from outside agencies.
- The school has a safeguarding policy which is suitable and meets the current legislation. It is published on the school's website and is available for parents.
- Systems now exist that allow staff to frequently monitor and track pupils' attendance rates. The local authority welfare officer works with those families whose attendance is causing a concern. The school's current absence rate is just above the national average and the school's current persistent absence rate is just below the national average.

- The proprietor has ensured that the independent school standards in this part are met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 18(1), 18(2), 18(2)(b), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(2)(e), 19(2)(3), 20(6), 20(6)(a), 20(6)(a)(ii), 21(1), 21(3), 21(3)(a), 21(3)(a)(iii), 21(4), 21(6)

- At the previous inspection, the proprietor had not ensured that checks carried out on staff before they began to work at the school met statutory requirements. For example, suitability checks on employees' employment history were not robust and references for prospective employees were not always sought. It was also unclear as to whether staff had been subject to the appropriate disqualification, prohibition or restriction checks that are necessary to help ensure that pupils are kept safe.
- The headteacher has ensured that all relevant checks are now made on adults before they are allowed to work or volunteer at the school. These checks also apply to supply teachers and members of the governing body. The member of staff responsible for undertaking these checks is knowledgeable and keeps well-organised records. Staff recruitment files are up to date and contain all the appropriate paperwork.
- The proprietor has ensured that the independent school standards in this part are met.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 24(1), 24(1)(a), 24(1)(b), 24(2) 25, 28(1), 28(1)(b), 28(1)(c)

- At the previous inspection, the proprietor had not ensured that toilet and washing facilities were provided for the sole use of pupils and that there was a medical room available for the short-term treatment of pupils. Cold water supplies were not labelled as to whether they were drinking or non-drinking.
- The headteacher has ensured that the school building has undertaken significant improvements during the academic year. Classrooms and corridors have been decorated, carpets cleaned and repairs undertaken to ceilings and security fencing. Suitable toilets, washing facilities and a medical room have been installed. This work has helped to ensure that pupils' health, safety and welfare needs are met.
- The proprietor has ensured that all the independent school standards in this part are met.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(b), 32(3), 32(3)(f)

- At the previous inspection, the proprietor had not ensured that details of the complaints procedure and number of complaints registered under the formal procedure during the preceding school year had been made available to parents of pupils and parents of prospective pupils.
- The headteacher has published an appropriate and up-to-date complaints policy on the school's website. Parents of pupils and parents of prospective pupils can therefore readily access this document. There were no complaints registered under the formal procedure during the previous academic year.
- The proprietor has ensured that all the independent school standards in this part are met.

met.

Part 7. Manner in which complaints are handled

Paragraphs 33, 33(g), 33(i), 33(i)(i), 33(i)(ii)

- At the previous inspection, the proprietor had not ensured that the correct procedures were in place should a parent or prospective parent of a pupil wish to make a complaint. For example, the policy did not make it clear that should there be a panel hearing of a complaint, one panel member should be independent of the management and running of the school.
- The headteacher has ensured that the complaints policy now makes it clear that should there be a panel hearing of a complaint, one panel member will be independent of the management and running of the school.
- The proprietor has ensured that the independent school standards in this part are met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- At the previous inspection, the proprietor had not ensured that the persons with leadership and management responsibilities at the school were demonstrating good skills and knowledge appropriate to their role so that the independent school standards were consistently met and the well-being of pupils was actively promoted. Leaders did not have appropriate training, experience or time to carry out their duties effectively. Teachers had too little opportunity to learn from each other or from colleagues in other schools and leaders were not ensuring that staff were aware of, or following, the school's policies.
- The headteacher and proprietor have commissioned external reviews of the school's safeguarding, health and safety and governance procedures. Suitable action plans have been written and significant improvements in the state of the school building and arrangements to safeguard pupils have been made. The governing body monitors these actions and holds the headteacher to account.
- Teachers have begun to learn from and share good practice with colleagues in other schools. For example, the deputy headteacher recently spent a month at another local school. The headteacher and governing body are keen for links with other schools to grow.
- The headteacher has written appropriate curriculum, safeguarding and health and safety policies that have been adopted by the governing body. Staff are required to read and use these policies consistently. New members of staff undertake a thorough induction programme to ensure that they have read and understand these policies before they commence employment at the school.
- The headteacher has written an appropriate school improvement plan. This contains appropriate actions, timescales and monitoring opportunities. Consequently, the governing body can hold the headteacher fully to account for the actions she takes.
- The proprietor has ensured that the independent school standards in this part are met.

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 that were checked during this inspection. This included the 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.

The school now meets the following independent school standards

- The proprietor ensures that: there are appropriate curriculum plans, policies and schemes of work in place; that the pupils' personal, social, health and economic education encourages respect for other people and has particular regard to the protected characteristics; and that pupils are well prepared for the opportunities, responsibilities and experiences of life in British society (paragraphs 2(1), 2(1)(a), 2(2), 2(2)(d), 2(2)(d)(ii) and 2(2)(i)).
- The proprietor ensures that pupils take responsibility for their behaviour, acquire a broad general knowledge of and respect for public institutions and services in England, and understand how they can contribute positively to the lives of those living and working in the locality (paragraphs 5, 5(b), 5(b)(ii), 5(b)(iv), 5(b)(vi)).
- The proprietor ensures that arrangements are made to safeguard and promote the welfare of pupils at the school, and that such arrangements have regard to any guidance by the Secretary of State (paragraphs 7, 7(a), 7(b)).
- The proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy (paragraph 11).
- The proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 12).
- The proprietor ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and appropriate action is taken to reduce risks that are identified (paragraphs 16, 16(a), 16(b)).
- The proprietor ensures that all the necessary checks are carried out on staff, supply staff and members of the governing body before they are allowed to work or volunteer at the school (paragraphs 18(1), 18(2), 18(2)(b), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(2)(e), 19(2)(3), 20(6), 20(6)(a), 20(6)(a)(ii), 21(1), 21(3), 21(3)(a), 21(3)(a)(iii), 21(4), 21(6)).
- The proprietor ensures that toilet and washing facilities are provided for the sole use of pupils (paragraphs 23(1), 23(1)(a)).
- The proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including accommodation for the medical examination and treatment of pupils, and accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility, and that any such accommodation may be used for other purposes (apart from teaching)

provided it is always readily available to be used for the medical and therapy needs of pupils (paragraphs 24(1), 24(1)(a), 24(1)(b), 24(2)).

- The proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school (paragraphs 33, 33(g), 33(i), 33(i)(i), 33(i)(ii)).
- The proprietor ensures that details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate (paragraphs 32(1), 32(1)(b), 32(3), 32(3)(f)).
- The proprietor ensures that the school's arrangements for the safeguarding of pupils are published on the school's internet website, or, where no such website exists, are provided to parents on request (paragraphs 32(1), 23(1)(c)).
- The proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is provided to the complainant and, where relevant, the person complained about, and available for inspection on the school premises by the proprietor and the headteacher (paragraphs 33, 33(i), 33(i)(i), 33(i)(ii)).
- The proprietor ensures that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently, and that they fulfil their responsibilities effectively so that the independent school standards are met consistently, and that they actively promote the well-being of pupils (paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

School details

Unique reference number	132190
DfE registration number	892/6013
Inspection number	10056183

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 status	Independent school
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	56
Number of part-time pupils	0
Proprietor	Crescent Education Trust Ltd
Chair	Tariq Nasir
Headteacher	Humaira Latif
Annual fees (day pupils)	£2,040
Telephone number	0115 9788152
Website	www.figtreeprimary.com
Email address	office@figtreeprimary.co.uk
Date of previous standard inspection	4–6 July 2017

Information about this school

- Fig Tree Primary School is an independent primary school with an Islamic religious character. It is located near to the centre of Nottingham.
- The school is smaller than the average-sized primary school. There are no pupils who have an education, health and care plan or have special educational needs (SEN) and/or disabilities.
- The proprietor, the Crescent Education Trust Ltd, consists of four directors. One of the directors is the chair of the governing body.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This inspection was conducted without notice and was the first progress monitoring inspection following the school's standard inspection on 4–6 July 2017.
- Following the previous inspection, the Department for Education (DfE) required the school to submit a statutory action plan. Ofsted evaluated the action plan on 16 February 2018. The plan was judged not to be acceptable.
- During the inspection, the inspector held meetings with the headteacher, three members of the governing body, including the chair, three teachers and a group of pupils. The inspector listened to a group of pupils read and examined a selection of pupils' workbooks from all classes. The inspector scrutinised a wide range of documents, including those related to the curriculum, health and safety and safeguarding. The inspector spoke with parents as they brought their children to school. There were no responses to Ofsted's online questionnaire, Parent View.

Inspection team

Peter Stonier, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2018