

Mustard School

Parish Hall, Nuttall Street, London, N1 5LR

Inspection dates

12 November 2013

Context of the inspection

- This inspection was undertaken at the request of the Department of Education, the registration authority for independent schools, in order to monitor the progress the school has made in implementing its action plan, to check if the independent school regulations for pupils' welfare, health and safety are still met and to consider the quality of education for pupils in Key Stage 1.
- The school's last full inspection took place in November 2011. A progress monitoring inspection visit on 6 July 2012 found that the school had made insufficient progress in implementing its action plan to address the small number of regulations not met at the previous inspection and highlighted a further shortcoming in respect of the completion of the admission register.
- An emergency unannounced visit was made on 26 October 2012 at the request of the Department for Education to assess whether the school was still running, following incidents involving the police at the school on 23 October 2012. Following this event, an action plan was submitted by the school which was evaluated as satisfactory on 9 January 2013 subject to inspection.
- A further progress monitoring visit took place on 21 May 2013 to monitor the school's progress in implementing its January 2013 action plan. This found that all but one of the regulations for independent schools identified as unmet at the time of the emergency visit were met.

Summary of the progress made in implementing the action plan

Regulations not met

The November 2011 inspection found that not all aspects of the curriculum were supported by appropriate plans and schemes of work, particularly for students of secondary school age. The school no longer caters for students above the age of 11, and is currently focusing on teaching children in the Early Years Foundation Stage and, in due course, pupils in Key Stages 1 and 2. The inspection found that a number of independent school regulations, along with many of the requirements of the Statutory Framework for the Early Years Foundation Stage, were not met.

There is no whole-school curriculum policy outlining how pupils of all ages will learn and make progress during their time at the school. For the current pupils on roll, the school bases its teaching on the Early Years Foundation Stage framework, with plans to use the Accelerated Christian Education (ACE) programme in Key Stage 1 and the National Curriculum at Key Stage 2. However, while some schemes of work are in place, those for key subjects such as English at Key Stage 2 and physical education and aesthetic and creative learning at Key Stages 1 and 2 are not in place. Consequently, the school is not able to show that it covers all of the required areas of learning across its registered age range. The programme of activities provided for current children on roll, who are all below compulsory school age, is not sufficiently tailored to support their educational and personal

development needs. Consequently, several regulations for the curriculum are no longer met and the previously failed regulation relating to the adequate provision of schemes of work remains unmet.

Children aged from two to four years of age are taught in one class but no account is taken of the different age groups, abilities or developmental stages when activities are planned. Consequently, children in the Reception Year receive the same teaching as those aged two. Teachers provided adequate supervision of the children during the sessions observed as part of the inspection. There is a published structure for the day but this is not consistently followed to ensure time is effectively used to support children's learning and development. Some efforts have been made to provide different areas of learning, such as a book corner and a 'pretend office' within the single classroom in use. However, their use is not well planned, with adults having no clear focus for how each activity will enable learning to occur. As a result, they do not provide timely or appropriate intervention to develop children's speaking, listening, communication and numeracy skills, their understanding of the wider world, or actions which promote their personal development.

Similarly, while it is recognised that there is no ready access to the courtyard or local park, teachers do not plan for, or make the most of, the small amount of outdoor learning time. Displays look jaded and few support current learning. The school does not have effective systems in place to assess learning and progress of pupils of any age. In the Early Years Foundation Stage, routine assessment is not used effectively to inform and tailor children's learning from one day to the next or in the longer term. Evidence from inspection observations and a scrutiny of children's incomplete learning profiles indicate inadequate achievement. Overall, teaching does not effectively support children's learning; consequently, several regulations for teaching are no longer met and the two previously failed regulations, relating to planning and assessment, remain unmet.

The inspection in November 2011 judged welfare, health and safety to be adequate but during the subsequent monitoring visit in July 2012, it was found that the admissions register was not kept in line with requirements. The register was not available for checking at the emergency visit in 2012 or the most recent progress monitoring visit in May 2013. The admissions register was checked on this visit. It was found that none of the required entries of details about the children who have joined or left the school have been made since September 2012. The school keeps daily attendance records but these lack rigour in how absences are recorded; also names of children who leave are crossed out and replaced with those who have joined. This practice also does not meet requirements.

As requested by the Department for Education, all of the other regulations relating to pupils' welfare, health and safety were investigated as part of this inspection and inspectors found that several are not being met. These included failings in the procedures for the recruitment of staff. While criminal record checks have been undertaken for all staff, not all the required checks, including references and the check of the person's suitability to work with children (ISA barred list check), are completed ahead of the starting date, as required. The single central register does not provide a complete and consistent record of the required checks on staff.

A safeguarding policy is in place and provides a basic framework for the protection of children. However, there are several shortcomings in the policy which means it does not meet requirements, in particular in relation to changes in national guidance dealing with

allegations against staff and how the effectiveness of child protection systems will be monitored and evaluated. Training for child protection is up to date for staff and for the designated child protection officer, who is also the nursery manager and school proprietor. As the school has no child protection records, it was not possible to ascertain the effectiveness of procedures. The copy of the safeguarding policy made available to parents and carers is dated 2011 and is not the most recent one as required.

The school does not have in place an adequate policy for promoting good behaviour that meets its registration age range. The school shared two policies with the inspection team. One focused on the nursery age range and the other did not reflect this school's context and therefore could not be implemented effectively. No routine records of any behavioural concerns appear to be kept by the school. However, they do maintain a sanctions book although this has no entries. The school's current policy and anti-bullying strategy does not reflect current guidance, and requires updating.

The school is not compliant with the Regulatory Reform (Fire Safety) Order 2005. Leaders could not provide the current fire risk assessment or fire risk policy; there is, however, a published fire procedure. While the servicing of firefighting equipment has been undertaken within the last year, there is a fault on the fire alarm switchboard which has not been attended to. Drills and alarm test records show that these are not routinely undertaken as required or adequately recorded when they are. There is no emergency lighting in the main classroom.

The first aid policy does not meet current requirements because it does not provide for key areas of guidance such as when to call an ambulance, hygiene procedures in case of spillage of blood or body fluid or how parents/carers should be informed of accidents. Records of accidents are kept but they lack detail and no analysis is made for patterns or trends, in order to reduce future risk. Sufficient staff have current first aid qualifications, including the required paediatric training.

A health and safety policy is in place but is not implemented effectively. Risk assessments lack detail and rigour and they do not provide a comprehensive coverage of school activities, such as use of the courtyard, other adults' presence in the courtyard and school and use of the local park. Similarly, risk assessments for the few off-site trips are not adequate because they are too superficial. Many areas of the school are unhygienic and staff seem unaware of the potential health hazards around the school. The school state they no longer run the after-school club; however, some children remain in school because the nursery is open until 6pm. The proprietor stated that she or the headteacher sometimes take children home. However, no risk assessments are in place for this action.

While investigating the school's welfare, health and safety regulations, a number of concerns about the school came to light. The premises are not sufficiently well maintained to ensure pupils' health and safety. At the start of the inspection, the courtyard area presented several potential risks; some of these were addressed shortly after our arrival. Décor is jaded and unhygienic in places, such as the wood boarding in the toilets used by the children and a storage cupboard. The carpets are grubby, some tiles are loose and other flooring, such as the mats in the main classroom, presents potential trip hazards. Much of the equipment is grubby. The toilets do not meet current requirements because there are no clearly labelled separate facilities for pupils/children. The hand driers in the toilets used by the children are too high and there is no toilet paper in the cubicles.

Drinking water is not readily available or marked as required. The area formerly used to treat children who are unwell or injured is now used for storage. While this does contain a basin, there is no toilet close by to this area, as required. Equipment and paperwork are not stored in an organised way, and are often piled up or kept in a haphazard way. The courtyard area is not a suitable outdoor space for physical education for pupils. The school makes use of a local park for play and physical education but its use is not planned for or documented to show it meets curriculum requirements.

Compliance with regulatory requirements

The school requires improvement and must take action to meet The Education (Independent School Standards) (England) Regulations 2010 ('the Regulations'), and associated requirements

Ensure there a curriculum policy set out in writing which is supported by appropriate plans and schemes of work, and is it implemented effectively.	Paragraph 2(1)
Ensure the curriculum gives pupils of compulsory school age a full time education with experience in all the required areas of learning.	Paragraph 2(2)(a)
Ensure the subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with a statement of special educational needs.	Paragraph 2(2)(b)
Ensure the curriculum enables pupils to acquire skills in speaking, listening, literacy and numeracy.	Paragraph 2(2)(c)
Ensure, for pupils below compulsory school age, there is a programme of activities in place which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.	Paragraph 2(2)(ga)
Ensure the teaching enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.	Paragraph 3(a)
Ensure the teaching encourages pupils to apply intellectual, physical or creative effort and to show interest in their work and to think and learn for themselves.	Paragraph 3(b)
Ensure the teaching involves well-planned lessons, effective teaching methods, suitable activities and appropriate management of class time.	Paragraph 3(c)
Ensure teachers show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons.	Paragraph 3(d)
Ensure there is a framework in place to assess pupils' work regularly and thoroughly, and information from such assessment is utilised to plan teaching so that pupils can make progress.	Paragraph 3(g)
Ensure there is a framework in place by which pupil performance can be	Paragraph

evaluated by reference to either the school's own aims, as provided to parents, and/or by national norms.	4
Ensure the arrangements made to safeguard and promote the welfare of pupils at the school and do these arrangements have regard to guidance issued by the Secretary of State.	Paragraph 7
Ensure there is a written policy to promote good behaviour amongst pupils which sets out the sanctions to be adopted in the event of pupils misbehaving, and is this policy implemented effectively.	Paragraph 9
Ensure there is an effective anti-bullying strategy in place that meets current requirements and that this is implemented.	Paragraph 10
Ensure there is a written policy which complies with relevant health and safety laws and it is being implemented.	Paragraph 11
Ensure there is compliance with the Regulatory Reform (Fire Safety) Order 2005. ¹	Paragraph 14
Ensure the written policy on first aid meets current requirements and that this is implemented.	Paragraph 15
Ensure the admission and attendance registers are maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006. ²	Paragraph 17
Ensure the checks in 19(2)(b) are completed before a person's appointment apart from where exemptions apply.	Paragraph 19(3)
Ensure that for each member of staff appointed at any time after 1 May 2007, the register shows that the required checks have been made, including the date on which each check was completed or the certificate obtained.	Paragraph 22(3)
Ensure that for each member of staff appointed at any time before 1 May 2007, the register shows that the required checks have been made, including the date on which each check was completed or the certificate obtained.	Paragraph 22(4)
Ensure that suitable toilet and washing facilities are provided for the sole use of pupils.	Paragraph 23A(1)(a)
Ensure that separate toilet facilities for boys and girls aged 8 years or over are provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for the use of one pupil at a time.	Paragraph 23A(1)(b)
Ensure that suitable accommodation is provided in order to cater for the	Paragraph

¹ www.legislation.gov.uk/ukxi/2005/1541/contents/made.

² www.legislation.gov.uk/ukxi/2006/1751/contents/made.

medical and therapy needs of pupils which includes:	23B(1)(a)
– 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.	23B(1)(b)
Ensure that the school's accommodation and facilities are maintained to a sufficient standard to ensure the health, safety and welfare of pupils, as far as is reasonably practical.	Paragraph 23(C)
Ensure that suitable drinking water facilities are provided and that these are readily accessible at all times when the premises are in use.	Paragraph 23F(1)(a)
Ensure that cold water supplies that are suitable for drinking are clearly marked as such.	Paragraph 23F(1)(c)
Ensure that there is suitable outdoor space to enable physical education to be provided to pupils in accordance with the school curriculum.	Paragraph 23G(1)(a)
Ensure that the current safeguarding children policy (as required under part 3, paragraph 7) is published on the school's website, or where no such website exists, a copy is provided to parents of pupils, and of prospective pupils, on request.	Paragraph 24(1)(c)

The school must meet the following requirements of the Statutory Framework for the Early Years Foundation Stage.

Ensure that the educational programme involve activities and experiences for children covering all of the seven areas of learning.	Section 2
Ensure that there is on-going assessment of children's progress.	Section 2
Ensure that safeguarding policies and procedures meet requirements.	Section 3
Ensure arrangements to promote the health of children, including the management of any accidents, are in place.	Section 3
Ensure that the behaviour management policy is effectively implemented.	Section 3
Ensure that the single central register is properly maintained.	Section 3
Ensure the safety and suitability of premises, environment and equipment.	Section 3
Ensure the safety of children on outings.	Section 3

Ensure information and records are kept in line with requirements

Section 3

Inspection team

Angela Corbett, Lead inspector

Her Majesty's Inspector

Ann Debono

Her Majesty's Inspector

Information about this school

- Mustard School is a small Christian school for boys and girls, located in the London Borough of Hackney. The school was opened in 1996 by the present proprietor and is now registered to take up to 44 pupils aged from two to 11 years.
- There are currently 10 children aged from two to four years of age on roll, eight of whom attend full time. All of the children are in the Early Years Foundation Stage and one is in receipt of government nursery education funding. Nearly all pupils are of Black African heritage. All but one speak English as their first language and none has a statement of special educational needs.
- The school makes use of an adjacent park for recreation and physical education.
- The school has a wide range of objectives based on a Christian education, which aims to 'educate the children with sound academic standards and in the way of the Lord'.
- The last full Ofsted inspection took place in November 2011, when the overall effectiveness of the quality of education was judged as satisfactory, although a few of the regulations for independent schools were not met.

School details

Unique reference number	131438
Inspection number	428321
DfE registration number	204/6402
This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005.	
Type of school	Day Christian primary
School status	Independent School
Age range of pupils	2–11 years
Gender of pupils	Mixed
Number of pupils on the school roll	10
Number of part time pupils	2
Proprietor	Faith Johnson
Headteacher	Amos Johnson
Date of previous school inspection	9–10 November 2011
Annual fees (day pupils)	£85 per week
Telephone number	020 7739 3499
Email address	education@mustard.org

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