

Inspection of Buttercup Primary School

181 Cannon Street Road, London E1 2LX

Inspection dates: 3 to 5 December 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Overall effectiveness at previous inspection

Inadequate

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

The school provides effective support to the many pupils who join the school part way through the academic year. Pupil mental health ambassadors act as 'buddies' to welcome new pupils and help them settle into school life and feel included. Pupils enthusiastically take on responsibilities to help the school and each other. Pupils lead the school's 'calm club' at breaktimes so pupils have a quiet and safe space to think and reflect if they need it. Pupils behave respectfully. They are safe and feel safe.

The school cares about pupils and their future. It places high importance on broadening pupils' horizons and promotes high aspirations for the future. The school uses wide ranging educational visits to provide experiences that it believes pupils may not encounter in their everyday lives. For example, visits to prominent universities, museums, and a residential stay for pupils in Years 5 and 6. The school ensures that all pupils have equal access to these experiences.

The school is ambitious for pupils' achievement. In subjects such as English and mathematics pupils achieve well. However, pupils do not achieve equally well across the breadth of the curriculum.

What does the school do well and what does it need to do better?

Pupils study a range of subjects in line with those in the national curriculum. The school curriculum documents include appropriate subject content. The curriculum sets out suitable knowledge and skills for pupils to learn and remember to prepare them for future learning. In English and mathematics in Years 1 to 6 and in early years, the school ensures that the curriculum is implemented appropriately. Teaching checks that pupils remember important information. Pupils are taught to use appropriate mathematical terminology, which they use confidently. The school uses this information to adjust teaching and resources. This ensures that pupils revisit and recall previous content frequently. In the early years, children build up knowledge and skills securely that prepare them well for the next stage of their education in Year 1.

The school spots quickly if pupils may have special educational needs and/or disabilities (SEND). Pupils with SEND receive appropriate help and support to learn alongside their peers. As a result, pupils connect prior learning to current content confidently.

However, in most other subjects in Years 1 to 6, the curriculum is not delivered as effectively. The school has not ensured that staff have the wider subject expertise needed to make important information explicitly clear. Pupils' recall of what they have learned in the wider curriculum is not checked as routinely. In these subjects, the school does not enable pupils to build as securely on previous knowledge and make connections between different ideas. As a result, pupils in Years 1 to 6 develop gaps and misconceptions in their learning, which go unaddressed. This means that

in many subjects, pupils do not develop the depth of learning that they gain in English and mathematics.

The school prioritises reading. In the early years, children regularly listen to stories and are encouraged to join in with conversations that develop their communication and language. Pupils at the early stages of learning to read receive phonics teaching daily. The school checks the letter sounds that pupils know, including those who join part way through their primary education, and provides support to help weaker readers to catch up with their peers. Pupils read books matched closely to their knowledge of phonics. The school provides advice and information to parents and carers on how to support their children's reading at home. As a result, pupils learn to be confident and fluent readers.

The school makes expectations about behaviour and attendance explicitly clear. In the early years, children are taught to listen carefully and respond to instructions considerately. The school addresses any occasional low-level disruption effectively. As a result, throughout the school pupils' learning proceeds without interruption. Pupils attend school regularly and on time. The school notices quickly when concerns about pupils' absence arise. It takes appropriate action to ensure it improves.

The school provides extensive opportunities to support pupils' personal development. The curriculum for personal, social, health education (PSHE) is appropriate and well sequenced. The school links the teachings of the Islamic curriculum with important fundamental values of respect and equality. These themes are revisited and reinforced regularly. Pupils learn about a range of cultures and traditions that are different to their own. They are taught important information about healthy age-appropriate relationships. The school invites external speakers, such as representatives of the police and fire service, to encourage pupils to keep themselves safe in arrange of contexts.

The proprietor ensures there is appropriate support and challenge in place. A board of internal and external leaders provide effective support and oversight. This ensures that the school complies with Schedule 10 of the Equalities Act 2010 and that the independent school standards ('the standards') are met consistently. The proprietor and board engage with staff regularly and effectively to make sure staff workload is manageable. However, the school has not ensured that staff are as well supported to teach the wider curriculum as effectively as they do in English and mathematics. As a result, the quality of education is variable.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and proprietor)

- The school has not ensured that staff are well prepared to teach the full breadth of the curriculum. As a result, the curriculum is not implemented equally well in all subjects. The school needs to ensure that staff have the knowledge and expertise they need to implement the full curriculum effectively and in the way that leaders intend.
- The school has not put in place a consistent approach to assessment. This means that in the wider curriculum, gaps in pupils' knowledge and misconceptions are not identified or addressed. The school needs to ensure that teaching checks pupils' recall of previous learning and that any gaps or misconceptions are addressed quickly.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	138564
DfE registration number	211/6003
Local authority	Tower Hamlets
Inspection number	10342081
Type of school	Other independent School
School category	Independent day school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	134
Number of part-time pupils	0
Proprietor	Rena Begum
Headteacher	Rena Begum
Annual fees (day pupils)	£0
Telephone number	020 3759 7408
Website	www.buttercupprimary.co.uk
Email address	info@buttercupprimary.co.uk
Dates of previous inspection	4 to 6 July 2017

Information about this school

- This is an independent primary school for boys and girls. The school has an Islamic ethos. Pupils learn a secular curriculum and Islamic studies.
- The school is located at 181 Cannon Street Road, London, E1 2LX.
- Since the previous inspection, one of the proprietors has left the school. Rena Begum is now the sole proprietor.
- The proprietor is the headteacher and proprietor of three schools. The schools are Buttercup Primary, Evergreen Primary and Oak Tree Primary. The schools make up the Gardens of Jannah Trust.
- The school's previous inspections were conducted by the Independent Schools Inspectorate (ISI). The ISI carried out a full inspection in November 2021 and an additional inspection in May 2023. Both inspections checked the school's compliance with 'the standards'. The inspections found that the school met 'the standards'.
- This is the first standard inspection Ofsted has carried out since the school ceased to be member of the ISS.
- The school does not use alternative provision.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the 'the standards'. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the proprietor and senior leaders of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and PSHE. For the deep dives, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.

- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed documents and toured the premises to check the school's compliance with 'the standards'.

Inspection team

Andrea Bedeau, lead inspector

His Majesty's Inspector

Lisa Strong

His Majesty's Inspector

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