

Olive Tree Primary School

116 Bury Park Road, Luton, Bedfordshire LU1 1HE

Inspection dates

10 July 2019

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

- The standard inspection in January 2019 found that two standards regarding aspects of the quality of education were unmet.
- Current leaders have made headway in meeting more of the requirements of the independent school standards for the quality of education. As a result, paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i) and 3(h), which were unmet previously, are now met.
- The requirements contained in paragraphs 3, 3(a), 3(c) and 3(d) remain unmet.

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i)

- The inspection in January 2019 found that the new curriculum was not well embedded. Most notably, schemes of work and plans were not taking into account the ages, aptitudes and needs of all pupils across a range of subjects.
- The headteacher and curriculum leader have worked systematically and effectively to improve this aspect of the school's provision. Since the previous inspection, leaders have continued to reflect and review schemes of work and teaching plans to find new and innovative activities to engage pupils in the curriculum.
- Leaders have invested time and funding into ongoing, well-thought-out staff training in line with the curriculum. Training in a range of subjects including English, mathematics and science has been implemented. Consequently, pupils are studying a broad range of subjects more effectively over time.
- Leaders have worked with the local authority for the first time on key stage 2 moderation processes. This has been successful in both ensuring the accuracy of teachers' use of assessment as well as providing high-quality training resources to the teachers involved.
- Leaders are working with other schools locally. Teachers from local mainstream schools are teaching classes at Olive Tree Primary School to model good practice to the school's own teachers about how to implement the curriculum more effectively. Teachers are actively seeking and engaging with this training to implement the school's chosen curriculum.
- As a result of the training and guidance, leaders are routinely amending and improving

the school's curriculum plans. Teachers are provided with good-quality plans and guidance about how to plan lessons over time that help pupils build knowledge and skills in a range of subjects.

- Leaders have ensured that this standard is now met.

Paragraph 3, 3(a), 3(c), 3(d), 3(h)

- The independent school standard related to teaching at the school was not met at the January 2019 inspection because teachers did not use the information they had about pupils' progress to inform their planning.
- In particular, at the January 2019 inspection, the most able and less able pupils were not receiving sufficient guidance to ensure that they made effective progress. The most able pupils did not have sufficient opportunities to write a length or apply their knowledge. Equally, teachers did not routinely spot pupils who needed support to catch up so that their misconceptions were addressed.
- Despite leaders' work to embed detailed curriculum plans and training, teachers are not looking precisely enough at how individual pupils are faring in their learning. Too often, pupils who are struggling to catch up their peers are not being well supported when they make a mistake or do not understand work.
- Teachers have rightly identified that many pupils have gaps in their basic understanding from historic weaker teaching and learning. However, teachers are not taking account of this in their planning, so that pupils who need to catch up can access the learning as well as their peers.
- The challenge for the most able is more evident in the school's work. Leaders' implementation of a writing programme is starting to support pupils to apply their learning, although this is still in its early stages of impacting on pupils' writing in lessons other than literacy lessons.
- In January 2019, inspectors observed routine low-level disruption to learning.
- Leaders have implemented and embedded their chosen behaviour system. Pupils understand and can explain this system well.
- Leaders' monitoring, pupils' views and inspection evidence confirm that there has been a significant reduction of low-level disruption because of leaders' and staff's consistent application of the school's behaviour protocols. Pupils are respectful of staff requests and most behave appropriately. The records of incidences are being well monitored and addressed by leaders and governors. This aspect of the standard (paragraph 3(h)) is now met.
- This standard remains unmet.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- This standard was met in the previous inspection but was reviewed as part of this inspection.
- The school has an up-to-date safeguarding policy.
- The headteacher acts as the designated safeguarding lead and is supported by two

deputy designated safeguarding leaders. Together, they ensure that staff are well trained, know what to look for and report concerns appropriately.

- Adults work well with external agencies to support pupils, when they are in need. The school are developing increasingly strong links with the range local authority specialist safeguarding teams and are using these links appropriately when they need to make formal referrals.
- Since the previous inspection, the school have proactively and routinely engaged in local authority safeguarding training and conferences.
- All adults work collectively to safeguard pupils through daily communication about their welfare and safety.
- The school maintains effective records, although on occasion they would benefit from additional detail in their records.
- Leaders have ensured that this standard remains met.

Paragraph 9, 9(b)

- This standard was not met at the previous inspection in January 2019 because inspectors observed routine low-level disruption to learning which had a negative impact on classroom behaviour and completion of work.
- As already identified in Part 1, paragraph 3(h), there has been a significant reduction of low-level disruption because of leaders' and staff's consistent application and implementation of the school's behaviour policy and protocols.
- Leaders have ensured that this standard is now met.

Paragraph 15

- This standard was not met at the previous inspection in January 2019 because the correct procedures were not being followed when pupils were removed from admissions and attendance registers, including notifying the local authority of this removal in a timely manner.
- Leaders have improved the quality and detail on the school's admissions and attendance information. However, since the previous inspection, there has been one pupil leave the school and, although the information was passed on to the local authority appropriately, the school failed to amend this on the admissions register that was presented to inspectors at the start of the inspection. A more up-to-date version was presented to inspectors later during the inspection. However, this does not reflect that systems are well coordinated or precise enough in the recording and monitoring of admissions.
- This standard remains unmet.

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

Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3)

Paragraph 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c)

Paragraph 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(6)

- These standards were met at the previous inspection in January 2019 but were reviewed as part of this inspection.
- Leaders ensure that they carry out all appropriate checks on staff, governors and trustees. This is well recorded and maintained on the school's single central record.
- Staff files are well maintained, with relevant and appropriate information which detail thorough checks that are made on staff prior to their appointment, and in line with legal guidance.
- Leaders have ensured that these standards remain met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(c), 32(1)(j), 32(4), 32(4)(b)

- This standard was reviewed at this inspection to check whether the proprietor is publishing the required information about the arrangements to safeguard pupils and the information about the decision by the Secretary of State to impose a restriction on admissions to the school.
- The school does not have a website, but the required information that was checked at this inspection is available to parents on request. The information available on request includes the school's arrangements to safeguard pupils and the decision by the Secretary of State to impose a restriction on admissions to the school.
- Leaders have ensured that this standard is met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34((1)a), 34(1)(b)

- This standard was not met in the standard inspection in January 2019. This was because there were unmet independent school standards, and leaders and governors did not know enough about their own effectiveness in improving standards, including the teaching, at the school.
- There remain unmet standards in relation to admissions and attendance records and related to the quality of teaching.
- Despite the weaknesses, the headteacher, curriculum leader and other leaders have continued to develop the quality of provision in the school. As identified in the previous inspection, there has been a remarkable improvement in the school since the headteacher joined in September 2018. Consequently, some standards that were unmet in the previous inspection are now met.
- The headteacher, well supported by the curriculum leader, has implemented and further embedded systems to secure improvement since the full standard inspection in January 2019. They have actively sought expertise from local mainstream schools to develop the curriculum, worked closely with parents and pupils so that they understand the changes in the school, and invested heavily in staff development.
- Although improvements are evident, the improvements in the school are often reliant on the headteacher's and curriculum leader's ability to identify and undertake the work themselves. On occasion, this is leading to a shortfall in the capacity to undertake necessary work in the school. For example, this lack of capacity has led to the error on the school's admission record, and in a lack of precision in their more-recent work to monitor teaching.

- Governors routinely visit the school to assure themselves of the improvements that are being brought by leaders. Governors are using their expertise to provide on-hand support and are routinely challenging leaders about the difference that they are making to provision in the school. However, this level of challenge and scrutiny is not being routinely well recorded in the minutes of governance meetings.
- Despite the improvements, governors have not yet secured a long-term plan for the leadership at the school. The headteacher's and curriculum leader's interim period at the school is due to finish at the end of this academic year. While governors have placed advertisements locally for a headteacher and deputy headteacher, applicants have not yet been shortlisted, interviewed or appointed for September 2019.
- There is no formal plan about how leadership arrangements will be secured for September 2019 to ensure that improvements are maintained and built upon.
- This standard remains unmet.

Compliance with regulatory requirements

The school does not meet 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, as set out in the annex of this report. 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.

School details

Unique reference number	131825
DfE registration number	821/6004
Inspection number	10111896

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
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	30
Number of part-time pupils	none
Proprietor	Olive Tree Primary School Trust
Chair	Mr Abdul-Wadud Ahmed
Headteacher	Mr Abdul-Wadud Ahmed
Annual fees (day pupils)	£1,850 to £2,000
Telephone number	01582 416940
Website	There is no website
Email address	admin@olivetreeprimary.co.uk
Date of previous standard inspection	8–10 January 2019

Information about this school

- Olive Tree Primary School is a small Islamic day school.
- The school is currently not permitted to admit new pupils because of the restriction notice served upon the proprietor by the Secretary of State for Education under section 116 of the Education Act on 21 July 2017.
- There are no pupils currently at the school who have an education, health and care plan.
- The school does not use supply staff.

- The school does not use alternative provision.
- The current headteacher started at the school in September 2018. His interim role finishes in July 2019.
- The governing body that was in place in the last full standard inspection remains the same.
- At the time of the inspection, the information on the Department for Education's (DfE) 'Get information about schools' (GIAS) national website did not list the school's proprietor.
- The school was previously inspected in January 2019, when it was judged as requires improvement. Five of the independent school standards were unmet at that time.
- The school's previous inspection history:
 - In the school's standard inspection in May 2014, the overall effectiveness of the school was judged to be inadequate. Several independent school standards were unmet.
 - In October 2014, Ofsted was commissioned by the DfE to conduct a progress monitoring inspection. There remained unmet standards.
 - In June 2015, Ofsted was commissioned by the DfE to conduct a progress monitoring inspection. All standards reviewed during that inspection were met.
 - In October 2016, Ofsted was commissioned by the DfE to conduct an unannounced emergency inspection. There were unmet independent school standards.
 - In December 2016, the school submitted an action plan to Ofsted about how it was going to address the unmet standards. This plan was deemed not to be acceptable.
 - In the school's standard inspection in May 2017, the overall effectiveness of the school was judged to be inadequate. Several independent school standards were unmet.
 - In November 2017, Ofsted was commissioned by the DfE to conduct a progress monitoring inspection. There remained unmet standards.
 - In February 2018, Ofsted was commissioned by the DfE to conduct a progress monitoring inspection. There remained unmet standards.
 - In May 2018, Ofsted was commissioned by the DfE to conduct a progress monitoring inspection. The inspection was to ensure that the school was adhering to the restriction notice placed upon it by the Secretary of State for Education.
- The most recent standard inspection of the school was conducted by Ofsted in January 2019. The overall effectiveness of the school was judged as requires improvement. Five of the independent school standards were unmet.

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 is the first progress monitoring inspection of the school since the inspection in January 2019.
- Inspectors observed teaching, learning and assessment in the school. The lead inspector also scrutinised pupils' work.
- Meetings were held with school leaders and representatives from the proprietorial body.
- Inspectors scrutinised a range of documentation, including the school's action plan, records relating to safeguarding pupils, pupils' progress information and school policies and procedures.
- The lead inspector spoke to pupils during lessons and met with two groups of pupils to talk about their experience of teaching and behaviour at the school.
- The lead inspector spoke to a representative from Luton local authority.

Inspection team

Kim Pigram, lead inspector

Her Majesty's Inspector

Stefanie Lipinski-Barltrop

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain unmet at this inspection

Part 1. Quality of education provided

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.

Part 3. Welfare, health and safety of pupils

- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school—
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

The school now meets the following requirements of the independent school standards

- 2(1) The standard in this paragraph is met if—
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work—
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.

- The requirement contained in the paragraph below about the quality of teaching at the school is now met—
 - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that—
 - 9(b) the policy is implemented effectively.

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