

Olive Tree School

Independent school progress monitoring inspection report

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Reporting inspector	Michael Best

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005.^{1,2}

The inspection was conducted at the request of the Registration Authority for independent schools in order to monitor the progress the school has made in implementing its action plan following the previous inspection.

Information about the school

Olive Tree is a small Islamic school which is part of the Lewisham Islamic Centre. It admits boys and girls aged from five to 11 years. With effect from September 2009, the school ceased to admit children to the Early Years Foundation Stage. The school has expanded since it was last inspected by Ofsted in March 2009 and there are currently 77 pupils on roll from diverse ethnic backgrounds. No pupil has a statement of special educational needs. The current headteacher took over in January 2010. The school's stated mission is to '... enhance and nurture the growth of pupils'. Its motto is 'Knowledge for success'.

Context of the inspection

When it was last inspected, the school met all but one of the regulations. It submitted an action plan outlining its proposals to meet this regulation, which was evaluated and accepted by Ofsted in November 2009. This monitoring visit was made to check the school's progress in implementing its action plan.

Summary of the progress made in implementing the action plan

When the school was inspected in March 2009, the weak management of some lessons meant that time was not always used effectively. Teachers had appropriate ideas for activities, but the methods used in the classroom failed to make the most of the opportunities for learning. Some tasks were not challenging enough and pupils did not always have enough opportunities to develop their own investigational and independent learning skills. The report also noted that assessment information was not used consistently to establish clear and specific learning targets. Teachers marked pupils' work carefully, but the next steps in learning were not made clear, especially in writing tasks.

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

The school submitted an action plan to address these shortcomings which was evaluated and accepted in November 2009. In accordance with the plan, the headteacher, staff and governors have visited local voluntary aided primary schools and an independent Muslim school which are recognised centres of good and outstanding practice. In these schools, they have undertaken joint lesson observations and adopted and adapted various systems and procedures found there, for example planning formats, progress tracking grids and observation templates. The whole staff also attended a planning and assessment course in February 2010 which focused on differentiation, provision for the more able, gifted and talented, and the use of assessment for promoting pupils' learning.

All staff are now using a standard planning format which identifies learning objectives and assessment opportunities and details what differentiated ability groups will be learning, together with the support provided for pupils. These plans also refer to the different teaching and learning styles to be used in lessons, including opportunities for pupils to work independently and undertake investigations. Planning and the use of assessment information are developing systematically. The headteacher has set up a regular programme of formal lesson observations and established a series of peer observations whereby staff support each other. Observation records show a good balance between recognising strengths and identifying areas for development. A visiting consultant also undertakes independent lesson observations and provides additional support for lesson planning.

The staff are putting the good practice they have seen into action and pupils' progress has accelerated. Teaching time is well used and lessons now move at a brisk pace. Good use is made of new technology and teaching assistants effectively support pupils in need of additional help. Scrutiny of pupils' books shows that work is appropriately challenging, of plentiful quantity and improving quality. Teachers' use of written comments to help pupils improve, already established in English, is being extended to other subject areas.

Compliance with regulatory requirements

The school has made good progress and now meets all regulatory requirements.

School details

School status	Independent		
Type of school	Muslim day primary school		
Date school opened	2003		
Age range of pupils	5–11 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 47	Girls: 30	Total: 77
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£2,250		
Address of school	363/365 Lewisham High Street London SE13 6NZ		
Telephone number	020 8314 0169		
Email address	admin@olivetreeschool.co.uk		
Headteacher	Mohammad Barrie		
Proprietor	Lewisham Islamic Centre		