

Olive Secondary

Independent school standard inspection report

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Reporting inspector	Amraz Ali HMI

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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, 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.^{1, 2}

Information about the school

Olive Secondary school, situated close to the centre of Bradford, has an Islamic ethos and provides full time education for girls and boys aged 11 to 18. Since the previous inspection in 2007 the number on roll has increased and there are currently 82 boys and 181 girls at the school aged 11 to 16. Set up in 2005, it provides a combination of Islamic education along with a range of subjects based on the National Curriculum. The school building, owned by the Olive School Trust, is a former maintained primary school. Although situated within the same building the boys and girls sections are completely separate and each section has its own outdoor area. This is the school's second published report.

The school aims to equip students with the skills and moral qualities to prepare them for their future. There is an emphasis on providing a healthy all-round education in a positive environment guided by the moral teachings of Islam. Although the school has an Islamic ethos, it is open to children of all faiths and aims to integrate its students successfully into British society.

Evaluation of the school

The Olive Secondary School meets its aims and provides a good quality of education for its students. The quality of education has improved since the previous inspection and there has been some progress in complying with regulations. An all-round education develops students' positive attitudes towards their work and others and promotes their good personal development. Students' spiritual, moral, social and cultural development is good and is reflected in the good behaviour of students. The provision for the safeguarding, welfare, health and safety of students is inadequate. The school meets most of the regulations for registration.

Quality of education

The quality of the curriculum and other activities in meeting the needs and interests of the students is satisfactory overall, and good in Islamic studies. The curriculum includes all of the required areas of study and meets all of the regulations. It is

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

based on the national curriculum but does not include music or geography. Curriculum policies are in place and good use is made of published commercial schemes. At Key Stage 4 the curriculum focuses more sharply on the eight subjects that all students take to examination level; this includes English, mathematics, ICT and citizenship. Consequently, students make good progress in English and mathematics. However, there are limitations in the provision of physical education and in careers guidance. Although there have been some visitors into the school the use of visits and visitors is underdeveloped in enhancing the learning of students, particularly in developing their understanding of other faiths and cultures. Some parents comment that they would welcome the introduction of after school clubs. The opportunities provided for practical work in science and design and technology are limited.

Islamic studies are well developed and provide students with a clear set of guidelines for practising their faith. Schemes of work are good and the Islamic studies curriculum (Ders-e-Nezami-ilmia) has been modified and converted into English. The seven-year programme of Islamic theology has the aim of allowing students to reach the status of *alim* or *imam* (scholar). Areas covered include Qur'anic studies such as; *tajweed* (Qur'anic recitation); *tahfeez* (memorisation). In addition, the school offers provision for studying *hadith* (accounts of what the Prophet did, said or approved) and *fiqh* (Islamic jurisprudence). It also includes basic *aqeeda* (beliefs), some Islamic history (stories of the prophets), Islamic manners and *seera* (life of the Prophet Muhammad). Urdu and Arabic language with *nahwa* (syntax), *saraf* (*morphology*) and Arabic literature is offered to enable students to understand the Qur'an. However, provision for speaking modern Arabic is underdeveloped

Teaching is good overall; the majority of Islamic studies lessons which were sampled were good and there were some outstanding and good subject lessons observed. However, the quality of teaching varies and some lessons are dull. Lesson plans are detailed and identify the learning intentions along with clear introductions, main teaching parts and summary activities. In the better lessons teachers plan interesting activities and employ a variety of learning strategies, including individual work, group discussion, paired work and investigations. Teachers demonstrate good subject knowledge, particularly in Islamic studies, so that their teaching is confident. Where lessons are less successful, work is not always matched to meet the full range of students' individual needs and there is not enough variety in the learning activities. In some lessons teacher talk is too directive which limits opportunities for students' investigative and independent thinking particularly in practical subjects such as science. In many classrooms there is limited use of relevant displays of learning material and students' work to stimulate and enrich students' learning experiences.

The arrangements for assessing students' progress have been improved since the previous inspection. Students' progress in National Curriculum subjects is evaluated against National Curriculum levels and GCSE grades. In Islamic Studies the school has its own assessment and accreditation framework which is well understood by students. Where marking and assessment are good there are informative comments

which clearly direct students to improve their work. However, this is not found in all books or across all subjects.

Spiritual, moral, social and cultural development of pupils

The provision for students' spiritual, moral, social and cultural development is good. However, some aspects of the school's social and cultural development are only satisfactory. Students' attendance is regular and they show good attitudes to learning. They enjoy their education and generally express their support for the school. They show respect to their teachers and say that the teachers are caring and helpful. They say that there is no bullying and appropriate measures are undertaken in case of any unacceptable behaviour. A recently introduced mentoring scheme is helping individual students to deal with their personal issues. The regular prayers sessions and Islamic teachings help student to develop spiritually and as a result, their behaviour is good which reflects the school's Islamic ethos. There is a detailed programme for assemblies linked to Islamic studies and personal, social and health education, which helps students to distinguish between right and wrong. During whole-school assemblies students discuss different social and moral topics, for example, honesty, politeness, helping others and controlling anger. Students make positive contribution to the school's life, for example, by helping at lunchtime and by raising funds for the school and charities. For example, students raised funds for flood victims and for Islamic Relief. The absence of an elected school council means that students have no practical opportunities to understand and exercise democracy. Some students stated that they do not feel that their views are taken into consideration.

The school has established links with local Muslim schools and with civic organisations such as the police and the local council. Students learn about English institutions in history, English and citizenship lessons. For example some Year 11 students have made visits to the local magistrate court. Students learn about other religions and cultures in religious studies and other parts of the curriculum. However, they have not had the opportunity to visit any places of worship or have direct interaction with other faith communities. The school provides satisfactory provision for careers advice in Year 11 along with some work experience placements. However, little is available for students in Years 9 and 10. Students' good levels of attainment in English, mathematics and ICT mean that students are well placed to move into future training or employment when they leave the school.

Welfare, health and safety of pupils

Although the students are generally well cared for and supervised on a day-to-day basis a major oversight in making required checks on lunchtime supervisors means that the provision for safeguarding students' welfare, health and safety is inadequate. Risk assessments have been carried out for some parts of the building and there are opportunities for the headteacher to identify and deal with any issues

that are brought to his attention. However, the school's documented risk assessments for the site, and procedures for updating these, sometimes lack rigour. There are some secure systems in place, for example, there are regular fire drills and the fire safety equipment is checked regularly. Although there are admissions and attendance registers in place some lack of attention to detail means that these do not meet the regulatory requirements. For example there is not always a record of which school a student has transferred to or where this is unknown there is no record of when the local authority has been informed. Additionally, daily attendance registers are often completed in pencil rather than ink. All accidents and illnesses are recorded and treated appropriately. The child protection policy has not been updated recently and does not provide arrangements for managing any allegations against staff. The two designated persons for child protection have received the required training. Although the majority of staff have received appropriate training in child protection there are some members of staff who have not had the mandatory training. In discussion with students it is clear that they feel safe and well cared for. Students are always appropriately supervised on school premises.

Students learn about the benefits of healthy eating and the importance of regular exercise in their classes. However, some school routines do not do enough to ensure that students put this knowledge into practice. For example students do not routinely have access to fresh drinking water with their meals and the tuck shop does not give students access to fresh fruit.

Suitability of staff, supply staff and proprietors

The school keeps a record of the checks that are carried out to confirm staff members' identity in a single central register. Although the vast majority of staff, including newly recruited teachers and instructors have been subject to a check by the Criminal Records Bureau (CRB) this has not been the case for all staff; this has been overlooked for one group of staff.

Premises and accommodation at the school

The school's premises and accommodation are generally fit for purpose. The two parts of the school have facilities of similar standards. Both sections include a multi-purpose hall, used for assemblies, prayers and dining. Each section has a computer suite and a practical room along with classrooms and a reception office. Since the previous inspection the washroom facilities for both boys and girls have been improved. However, there is not currently a suitable room for students if they become unwell. Although classrooms and circulation areas are generally well decorated and floor coverings are satisfactory, there are some areas of the school where wear and tear are evident. There are adequate outdoor spaces available for students to use at break times. However, some uneven surfaces represent a trip

hazard. A refurbishment programme is underway to improve some classrooms and to provide dedicated Key Stage 5 areas in both sections of the school.

Provision of information

All of the required information is provided to parents through the school's prospectus and an informative website. The website has recently been updated to ensure that parents have access to all of the required policies and procedures. Parents are provided with two detailed written reports each year to identify the progress that students are making.

Manner in which complaints are to be handled

The school has a written complaints procedure, which has recently been improved so that it meets all of the regulations. This is available on the school's website.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.³

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

- ensure that arrangements made to safeguard and promote the welfare of pupils at the school have regard to guidance issued by the Secretary of State, specifically in improving the child protection policies and training all staff in child protection (paragraph 7)
- ensure that admission and attendance registers are maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 17).

The school does not meet all requirements in respect of suitability of staff, supply staff and proprietors (standards in part 4) and must:

- ensure that an enhanced criminal records bureau (CRB) check been made by the proprietor in respect of any member of staff appointed to a position at the school and that the enhanced CRB certificate which is the

³ www.legislation.gov.uk/ukxi/2010/1997/contents/made

subject of the application is obtained before or as soon as was practicable after the person's appointment (paragraph 19(2)(c)).

The school does not meet all requirements in respect of the premises of and accommodation at schools (standards in part 5) and must:

- Ensure that there are appropriate facilities for pupils who are ill, in accordance with regulation 5 of the Education (School Premises) Regulations 1999 (paragraph 23(k)).

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- Improve the consistency in the quality of teaching by: making sure that teachers' marking more effectively informs students how to improve their work; planning more engaging activities: and making better use of classrooms to reinforce learning.
- Improve the curriculum: by developing further the range of visitors and visits out of school, particularly to develop firsthand experiences of other faiths and cultures; by ensuring that the planned programmes of study for physical education are more robustly implemented; and by beginning careers advice from Year 9.

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils			✓	
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils				✓
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School details

School status	Independent		
Type of school	Muslim secondary school		
Date school opened	November 2005		
Age range of pupils	11-18		
Gender of pupils	Mixed (taught separately)		
Number on roll (full-time pupils)	Boys: 81	Girls: 182	Total: 263
Number on roll (part-time pupils)	Boys: 0	Girls: 0	Total: 0
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)	£1,575 boys / £1,800 girls		
Address of school	Byron Street Bradford West Yorkshire BD3 0AD		
Telephone number	01274 725005 (boys) / 01274 725013 (Girls)		
Email address	info@olivesecondary.org.uk		
Headteacher	Mr Shaykh Amjad Mohammed		
Proprietor	Mr Shaykh Amjad Mohammed		