

Olive Tree School

Independent school standard inspection report

DfE registration number	209/6363
Unique Reference Number (URN)	134400
Inspection number	393367
Inspection dates	23–24 May 2012
Reporting inspector	John Seal HMI

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/publications/090070.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

No. 090070

© Crown copyright 2012



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 Tree Primary is an independent Muslim day school in Lewisham, South East London. It is run by the Lewisham Islamic Centre. The school is registered for 77 boys and girls aged from five to 11 years. Currently, 82 pupils are on roll. The school has not received permission for this material change.

The school is situated in converted commercial premises. Although no pupils are at an early stage of speaking English as an additional language, almost all speak more than one language. None of the pupils has a statement of special educational needs and no pupils are looked after. All pupils are from a range of diverse ethnic minority backgrounds. The school states that it aims to 'build a strong moral character together with sound academic performance'. The school was last inspected in March 2009. This is the third inspection since it was registered and opened in November 2003.

Evaluation of the school

Olive Tree Primary provides a satisfactory quality of education and meets its aims. The satisfactory teaching and assessment are supported by a satisfactory curriculum leading to pupils making satisfactory progress. Provision for pupils' welfare, health and safety, including safeguarding arrangements, is satisfactory. Spiritual, moral, social and cultural development is good and the behaviour of the pupils is good. All education regulatory requirements are met, which is an improvement from the last inspection. Although the school has not received permission from the Department for Education for the material change in numbers of pupils, the change is recommended to a maximum of the present 82 pupils.

Quality of education

The curriculum is satisfactory. Policies and plans for all subjects are in place except for music which is not taught. Long- and medium-term schemes of work are broadly based on the National Curriculum. The additional subjects of Arabic, Islamic and Quranic studies which are in keeping with the school's faith status are a strength of the school. Basic literacy, numeracy and information and communication technology

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

(ICT) skills are suitably covered for all pupils, although not all pupils' skills in handwriting, spelling and written presentation are as good as they could be. Personal, social and health education (PSHE) is suitably covered in discrete topics and it is also interwoven with other subjects, for example science and Islamic studies. Physical education (PE) is well organised. Pupils have regular opportunities to visit the local park and leisure centre. They successfully took part in a Muslim inter-school competition in Croydon. Other physical activities include football, netball and swimming. The curriculum is enriched with visits. These include organised visits to the British Museum, Natural History Museum and more locally, the library. Visitors include doctors, police and a *nasheed* (chanted or sung Islamic poems) performer.

Teaching and assessment are satisfactory. The majority of lessons are generally satisfactory. In the lessons that are better taught, teachers use their plans well to make sure learning objectives support all pupils to be clear about what they are going to learn. Assessment information and pupils' prior learning are used to good effect to plan activities that closely match pupils' different learning needs and abilities. This is an improvement from the last inspection. Good questioning is used to challenge and explore the depth of pupils' understanding and knowledge. A good example of this was seen in the Arabic lesson for pupils in Years 5 and 6. Teachers use National Curriculum levels to good effect when providing pupils with clear targets and next steps in their learning. As a result of these effective strategies, most pupils make good progress in these better lessons. However, not all teachers have the highest expectations of what pupils are capable of. This limits the range and standard of work pupils' sometimes produce.

In the less effective lessons, planning is not as detailed. Assessment information is not used by teachers in a refined enough way to match the different needs and abilities of the pupils, especially the middle and low attaining pupils. Consequently, some children find the work too easy and others, too hard. During the lessons, teachers' explanations and instructions are too long and their questioning of individual pupils hinders the rest of the class from engaging in the discussions about their learning. This leads to most pupils making slower progress than they are capable of.

Assessment is satisfactory. Since his appointment two years ago, the headteacher has established secure systems across the school to track the progress of all pupils. This information provides a broadly accurate picture of progress in each year group. However, this information is inconsistently used by teachers to inform their planning. As a result, not enough pupils are provided with work that challenges them to make better progress. Marking in most subjects, although regular and up to date, is inconsistent in its use of comments about next steps for improvement. A particularly common feature is the lack of consistency in how pupils' handwriting and spelling are corrected or practised in a variety of subjects.

Pupils' progress is satisfactory overall. From work seen in lessons, pupils' books and the school's assessment information, pupils make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. Many of the pupils start the school in Year 1

with standards in reading, writing and mathematics that are below those expected for their age. Most have very little formal pre-school experience. During their time in Key Stage 1, they quickly catch up, so by the time they finish Year 2, much of their work is at least in line with that seen nationally. Pupils' progress in Key Stage 2 is satisfactory overall. It is not good because of the inconsistent quality of teaching. The quality of pupils' writing is a particular concern in both key stages. Younger pupils have too few opportunities to write during phonic sessions and many older pupils' writing is not joined. The frequency of misspelt words and poor handwriting is too high leading to inconsistently developed presentational skills.

Spiritual, moral, social and cultural development of pupils

Pupils' spiritual, moral, social and cultural development is good. The school works hard at establishing good relationships with parents and carers. Consequently the school's atmosphere is friendly and welcoming. Pupils' attendance has improved rapidly over the last year and is now consistently regular. Behaviour is good both in lessons and around the school. In the conversations with inspectors and the questionnaires that were returned, pupils say they generally feel safe and happy.

Pupils are keen learners and respond well to lessons that provide challenging activities and questions. There are no reported incidents of bullying and very few reports of inappropriate behaviour. Pupils are keen to contribute to the school community for example, the school council and team leaders. Suitable schemes of work and plans provide adequate coverage for pupils' cultural development, for example the school has a strong and productive link with a local Church of England primary school.

However, pupils' broader cultural awareness is underdeveloped. For example, although pupils have good opportunities to learn about Islam and Christianity, their awareness of other cultures and the diverse multicultural nature of the United Kingdom is underdeveloped. In addition, the opportunities to enhance their skills and understanding of different forms of art are limited. Pupils have good opportunities to understand and practise their faith through the regular timetabled sessions for prayer and reflections on Islamic ways of life. To enable pupils to develop a better awareness and understanding of British institutions, they have met the local MP and ward councillor.

Welfare, health and safety of pupils

Provision for pupils' welfare, health and safety is satisfactory. Safeguarding procedures, including arrangements for child protection training, are adequate. Secure risk assessments are in place for a range of off-site activities and the school premises in general. Policies and procedures for behaviour, anti-bullying, health and safety, fire and first aid are in place and implemented in a suitable manner. First-aid training for staff is up to date. Supervision of pupils on site and as they walk to local venues is conscientious and an appropriate number of staff are deployed. The school has made adequate arrangements to provide pupils with outdoor physical activity.

Regulatory requirements for the Equality Act of 2010 regarding the school's three-year access plan are met.

Suitability of staff, supply staff and proprietors

Thorough procedures for the vetting and appointment of staff and others are in place and arrangements meet all requirements. The school has a single central register of checks which contains all of the required information.

Premises and accommodation at the school

The school's premises provide appropriate accommodation for all pupils to be taught securely and safely. The space available for the school has increased since the time of the last inspection and this has enabled the school to admit higher numbers of pupils than the number the school was registered for.

The school building is suitably maintained and decorated. There is a specialist room for ICT. The furniture and fittings are appropriate for pupils' needs. There are appropriate arrangements and facilities for those who are ill. A small, covered outdoor area provides an adequate space for pupils to play during break times. The school has organised suitable arrangements for pupils to go off site regularly to visit the local park and leisure centre where a qualified instructor leads a range of physical activities.

Provision of information

All of the required information is provided, or is made available, to parents, carers and others.

Manner in which complaints are to be handled

The complaints procedure meets regulatory requirements.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

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 of teaching by:
 - raising teachers' expectations of what pupils are capable of

- making better use of assessment and National Curriculum level criteria to meet the needs and abilities of all pupils
- providing pupils with more detailed information about how to improve their work.
- Improve the standards of pupils' writing by:
 - improving the quality of handwriting and spelling in different subjects
 - increasing the opportunities for extended writing
 - developing efficient drafting and editing skills to improve presentation.
- Develop pupils' awareness of the range and diversity of faiths, religions and culture and art.

Inspection judgements

outstanding	good	satisfactory	inadequate
-------------	------	--------------	------------

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			✓	
--	--	--	---	--

School details

School status	Independent		
Type of school	Muslim primary day school		
Date school opened	2003		
Age range of pupils	5–11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 46	Girls: 36	Total: 82
Number on roll (part-time pupils)	Boys: 0	Girls: 0	Total: 0
Number of children aged 0–3 in registered childcare provision	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)	£2,500		
Address of school	363–365 Lewisham High Street, London SE13 6NZ		
Telephone number	0208 314 0169		
Email address	admin@otsprimary.co.uk		
Headteacher	Mohammed Barrie		
Proprietor	Lewisham Islamic Centre		

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 May 2012

Dear Pupils

Inspection of Olive Tree Primary School, Lewisham SE13 6NZ

Thank you for the way you welcomed the inspection team when we visited your school. We enjoyed speaking with you and observing you learning. We found your work interesting. We judged the school to be providing you with a satisfactory quality of education and all the government requirements are met.

The good things in your school that we found were:

- your good behaviour
- your improving attendance
- your enjoyment of school, especially the trips to the swimming pool and local park for PE
- the school helping you to understand your faith in lessons and during prayer times.

We talked to your headteacher about the things the school can do to improve. These include:

- checking that all your teachers use what they know about your learning to give you work that helps you learn more
- marking your work to show you how to improve your writing, especially your handwriting and spelling
- helping you present your work more neatly
- helping you to understand more about art and different people's cultures and religions.

We hope you continue to enjoy your learning at Olive Tree Primary.

Yours sincerely

John Seal

Her Majesty's Inspector