

Olive Tree Primary School

116 Bury Park Road, Luton, LU1 1HE

Inspection dates

13–15 May 2014

Overall effectiveness

Achievement of pupils	Inadequate	4
Quality of teaching	Requires improvement	3
Behaviour and safety of pupils	Requires Improvement	3
Leadership and management	Inadequate	4
	Inadequate	4

Summary of key findings

This is an inadequate school

- Pupils' contact in school with people from different cultures, faiths and traditions is too limited to promote tolerance and respect for the views, lifestyles and customs of other people.
- Senior leaders have not ensured that the school's educational resources present balanced views of the world. Some books in the children's library promote fundamentalist views which do not support the pupils' development for life in modern Britain. Some of the views promoted by these books, for example about stoning and lashing as appropriate punishments, have no place in British society.
- The library has too few books about the world's major religions other than Islam. The school does too little to develop pupils' knowledge and understanding of different faiths and beliefs.
- School leaders have not ensured that those responsible for safeguarding and child protection have revised and implemented policies in line with current statutory guidance for schools, issued by the Department for Education in April 2014.
- Too many key standards for independent schools are not met in the curriculum, the spiritual, moral, social and cultural development of pupils, and the welfare, health and safety of pupils.
- Too little teaching is good enough to ensure that pupils of all abilities make the best progress they can.

The school has the following strengths

- Year 6 pupils reach at least the expected level of attainment in national tests in reading, spelling, punctuation, grammar and mathematics.
- Arabic teaching is effective and pupils make good progress in learning the language.
- Pupils behave well, are courteous and show respect for their classmates and adults. They work hard in class and are positive in their attitudes to learning.

Compliance with regulatory requirements

- The school is inadequate and must take action to meet schedule 1 of The Education (Independent School Standards) (England) regulations 2010, as amended by the Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements. The details are listed in the full report.

Information about this inspection

- Inspectors observed six lessons, scrutinised pupils’ books and held discussions with senior leaders, teachers, parents and a group of pupils from Years 5 and 6.
- The school’s policies and procedures were examined, including those for safeguarding, health and safety, anti-bullying, and equal opportunities and access.
- The school is inspected by the Bridge Schools Inspectorate. This inspection was commissioned by the Department for Education (DfE). The DfE asked inspectors to pay particular attention to the spiritual, moral, social and cultural development of pupils.

Inspection team

Daniel Towl, Lead inspector

Additional Inspector

Linda Killman

Her Majesty’s Inspector

Full report

Information about this school

- Olive Tree Primary school is a very small Islamic day school for boys and girls aged 5 to 11 years. It serves a Muslim community near the centre of Luton and shares its premises with a mosque.
- No pupils have a statement of special educational needs.
- The school was last inspected fully in July 2012 and had a follow-up monitoring inspection in July 2013, both inspections were carried out by the Bridge Schools Inspectorate.

What does the school need to do to improve further?

- Improve leadership and management by:
 - ensuring that the curriculum and pupils' experiences better prepare them for living in modern Britain with its wide range of views and beliefs, and in line with the laws of the land
 - ensuring that books in the library present balanced and tolerant views which reflect British democratic values and do not promote views abhorrent to British society
 - taking a more diligent approach to ensuring that procedures for and knowledge of safeguarding fully take into consideration the latest statutory guidance from the Department for Education
 - ensuring that improvement planning and its evaluation get to the heart of what the school needs to do to improve teaching and learning
 - ensuring that portable appliance testing is up to date.
- Improve teaching so that more is good in all year groups and subjects by:
 - ensuring that lesson planning takes into account the need to challenge all pupils
 - ensuring that pupils complete enough work in lessons
 - ensuring that pupils improve the presentation of their work
 - using marking more effectively to ensure that errors are not repeated in subsequent lessons.
- The school must meet the following independent school standards:
 - ensure there is an appropriate curriculum policy (paragraph 2(1))
 - enable pupils to distinguish between right and wrong and to respect civil and criminal law (paragraph 5(a)(ii))
 - help pupils understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and wider afield (paragraph 5(a)(iii))
 - assist pupils to acquire an appreciation of and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions (paragraph 5(a)(v))
 - encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those of different faiths and beliefs (paragraph 5(a)(vi))
 - ensure that arrangements to safeguard and promote the welfare of pupils at the school have regard to guidance issued by the Secretary of State (paragraph 7)
 - ensure that the bullying policy is effective in alerting pupils to all possible forms of

bullying (paragraph 10)

- ensure that the single central register of safety checks on staff has all the information it should (paragraph 22(3))
- ensure that the curriculum policy is made available to parents (paragraph 24(1)(b)).

Inspection judgements

Achievement of pupils

requires improvement

- There is too much variation in the quality and amount of work that pupils complete in different age groups and subjects. The progress pupils make is not always as good as it should be. The writing in some pupils' books is often careless and untidy.
- Higher ability pupils do not always move on quickly to more challenging work. They make steady rather than good progress.
- Pupils make good progress in Arabic because the specialist teaching is effective. Year 6 pupils are well prepared for their national tests. They reach expected levels in reading, spelling, punctuation, grammar and mathematics. They do not take the writing test.
- Pupils read and write regularly. They develop their skills adequately.
- Exercise books show that on a day-to-day basis the pupils do not always complete enough work in lessons. The presentation of work is often untidy and pupils do not improve their work quickly enough from the errors identified in teachers' marking. Younger pupils, for example, had constructed simple bar charts in mathematics but the presentation was weak. Improvement in successive graphs was not good enough and so they were not helpful in enabling pupils to interpret the data.
- Pupils steadily develop their skills of arithmetic. Most become proficient in calculations, including using money and units of measurement. However, the curriculum does not offer enough opportunities to develop pupils' wider problem-solving skills, or to apply their mathematical knowledge.
- Pupils complete a range of topics in science, history and geography but too often the use of worksheets and activities, such as word searches, limits how much knowledge they can gain or the extent to which they can develop their writing to explain their ideas.

Quality of teaching

requires improvement

- Teachers usually plan adequately for their lessons using commercial schemes and other materials. This helps to ensure that activities are suitable for the age of the pupils.
- Although teachers are quick to give pupils help if they are struggling, they do not make the most of the small classes to provide work that is suitably challenging for all abilities. In most lessons all pupils do exactly the same work. The work is sometimes too easy for more able pupils and they do not make the progress they could. In one lesson, for example, some pupils in Year 1 were quick to put numbers into a sequence, but then spent too long waiting for additional, more challenging tasks when they could have been directed by the teacher to achieve more.
- Following recent training, teachers are beginning to pay more careful attention to checking and assessing how well pupils are doing. They are starting to plan more precisely and setting targets that are more challenging for their pupils. This process is not yet fully effective, but is an improvement since the last inspection.
- The teaching of Arabic successfully sustains pupils' interest and there are plenty of opportunities for pupils to demonstrate their knowledge, practise their skills and contribute to lessons. The teacher and teaching assistant quickly pick up when pupils need additional help. Skilful teaching ensures that pupils make good progress in this subject.
- There is a good deal of respect between pupils and teachers. Pupils like their teachers. This creates a good climate in classrooms where pupils have ample opportunities, which they take, to contribute their ideas and answers.
- Teachers regularly review pupils' work, but marking is not usually of good quality or helpful. Marking is not followed up and pupils are not successfully or consistently correcting their errors in subsequent work.

Behaviour and safety of pupils are inadequate

- Senior leaders have not ensured that robust safeguarding procedures are in place. The role of the staff member with responsibility for safeguarding is not well defined with an appropriate job description, and despite training is not up-to-speed with what is expected.
- Key staff, including the headteacher, have not revised and implemented policies to reflect the latest guidance from the Department for Education about safeguarding pupils at school. The single central register which holds information on all the necessary checks required for staff is incomplete. Written policies and procedures are vague. They are not good enough to keep children safe.
- Pupils' conduct in class is good. Behaviour has improved since the last inspection because rewards and sanctions are clearer and pupils now understand them. There are very few instances of poor behaviour and pupils told inspectors that lessons are rarely interrupted.
- According to the pupils, instances of bullying, including name-calling are rare. However, the school's anti-bullying policy is not embedded in school practice because pupils learn so little about people from different backgrounds and so are not in a position to recognise signs of prejudice against particular groups in society.
- Pupils said that teachers pay close attention to behaviour and that they are very quick at dealing with bad manners. This aspect of pupils' development is successfully supported by the Islamic curriculum that they follow, which strongly promotes friendship, healthy living and leading a spiritual life.
- Pupils move around the small building safely. They are always well supervised by adults, but have limited opportunity to use their initiative, for example, in taking on responsibilities within and beyond the school community.
- Pupils have a sound understanding of how to be safe while using the internet and devices such as mobile phones.
- Appropriate risk assessments are in place; these were an area of weakness at the last inspection. However, the school was unable to provide the required up-to-date certificate to show that portable electrical appliances have been suitably tested.

Leadership and management are inadequate

- Senior leaders allow the school library to contain literature that promotes and condones as lawful in a modern context, punishments such as stoning, lashing and execution. Books are available to the children, such as *The Ideal Muslim* by Dr Muhammad Ali Al Hashimi (2006), which advocate, for example, parents hitting children if they do not pray by the age of ten. Another, *Commanders of the Muslim Army* by Mahmood Ahmad Ghadanfar (2001), praises individuals who 'loved death more than life in their pursuit of righteous and true religion'.
- These books are available without providing explanation or context, so the children are not guided sufficiently to understand their contents. Some of these books do not promote equality of opportunity between boys and girls, or men and women, and so do not support the preparation of the children for life in modern Britain.
- There are too few books in the library that provide pupils with a broad understanding of the world's major religions other than Islam.
- The school does not ensure that pupils are knowledgeable about a range of different lifestyles, relationships and beliefs. For example, the school could provide just two examples of visiting speakers from different faiths. Although they live in a community of diverse backgrounds, the pupils said that they did not have any school-organised links with other groups or pupils of different backgrounds within their local or wider community. Their knowledge of different groups of people in society, their customs, religions and beliefs is much too limited.

- Pupils told inspectors that they collected money for charity, for example, Barnardo's and to support Syrian refugees.
- The school's curriculum policy does not cover both the religious and secular subjects taught, just the secular curriculum, even though Islamic studies are an important part of pupils' life at the school. It therefore does not provide an accurate summary of the curriculum experienced by the pupils. The information available to parents as required to meet the independent school standard is inadequate.
- The correct checks are made on the suitability of staff to work with pupils; staff appointment procedures follow national guidance. However, not all of these checks are recorded accurately on the single central register and so the school has failed to comply with the statutory requirement.
- Senior leaders have not yet established a successful school improvement plan to improve teaching. There is no record of senior leaders systematically evaluating the success of the existing plan. One of the deputy headteachers has just begun to observe teaching, record findings and provide feedback to teachers, but written records of these checks lack sufficient detail to be useful.
- There are appropriate numbers of staff who have had training in first aid and fire safety.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website:
www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	131825
Inspection number	444466
DfE registration number	821/6004

This inspection was carried out 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.

Type of school	Islamic primary
School status	Independent school
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	63
Number of part time pupils	0
Proprietor	Mr Farasat Latif
Headteacher	Mr Abdul Qadeer Baksh
Date of previous school inspection	9 July 2012
Annual fees (day pupils)	£1,650
Telephone number	01582 416940
Email address	admin@olivetreeprimary.co.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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 St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

