

# Olive Secondary

Byron Street, Bradford, West Yorkshire, BD3 0AD

<b>Inspection dates</b>	10–12 June 2014	
<b>Overall effectiveness</b>	<b>Good</b>	<b>2</b>
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Good	2

## Summary of key findings

### This is a good school

- From above-average starting points, pupils make good progress to reach well-above-average standards in English and mathematics.
- Good teaching ensures that all groups of pupils learn equally well.
- Pupils' outstanding behaviour and safety and their highly positive attitudes to learning greatly assist their good progress.
- Inspirational leadership by the headteacher, ably supported by two deputy headteachers, has brought about significant improvement since the last inspection.
- Pupils' social, moral, spiritual and cultural development is outstanding. Pupils are very well prepared for the next steps in education, training and employment.

### It is not yet an outstanding school because

- Pupils' progress in some subjects such as Urdu and information and communication technology (ICT) is average and not yet good.
- The school offers a limited range of subjects because, whilst meeting the basic regulatory requirements, the time available for secular studies is minimal.

### Compliance with regulatory requirements

The school meets 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.

## Information about this inspection

- Inspectors observed 15 lessons by 14 different teachers, of which six were joint observations with the deputy headteachers.
- Two groups of pupils met with inspectors. Discussions were also held with staff. Several meetings were held with the headteacher who is also the proprietor.
- Inspectors met with a small group of parents to discuss their views about the school. Inspectors could not take account of responses to the on-line questionnaire (Parent View) as they were insufficient in number. Additionally, inspectors considered 10 questionnaires completed by staff.
- Inspectors read a range of documents. These included information on the school's procedures for gaining an accurate view of its performance, improvement plans, pupils' current progress, policies and records on safeguarding, behaviour and attendance. Also, inspectors looked at a range of pupils' work.

## Inspection team

John Coleman, Lead inspector

Her Majesty's Inspector

Wendy Ripley

Her Majesty's Inspector

Sarah Drake

Additional Inspector

## Full report

### Information about this school

- Olive Secondary is an Islamic school located in the heart of Bradford. The school aims to equip pupils with the skills and moral qualities to prepare them for the future. The timetable includes both Islamic studies, taught in the morning, and secular subjects taught in the afternoon. Admission to the school is open to pupils of any faith or no faith.
- The school provides full time education for boys and girls. The school is registered for 525 pupils aged 11-18 years. Currently, there are 167 girls and 74 boys aged 11-16 years on roll. There are no pupils with a statement of special educational needs.
- The vast majority of pupils speak English as their first language although a significant number of parents and families speak English as an additional language. Almost all pupils are of Asian heritage.
- The school was last inspected in December 2011.

### What does the school need to do to improve further?

- Improve pupils' progress so that the performance in all subjects is as good as that in English and mathematics by:
  - increasing the time available for the teaching of these subjects
  - strengthening the quality and consistency of teachers' marking in these subjects
  - improving the use of checks made by teachers in lessons on the progress pupils are making
  - increasing the expectations for pupils' learning and their written presentation of work
  - improving the range and quality of teaching resources.
- Increase the range of secular subjects and external examinations and qualifications.

## Inspection judgements

### Achievement of pupils

**Good**

- Most pupils enter Year 7 with standards at or above the national average in English and mathematics. Due to effective teaching and pupils' excellent attitudes to learning, good progress is made so that pupils gain well-above-average standards by the end of Year 11.
- In 2012 pupils' GCSE results dipped. In 2013, following significant improvement to teaching and assessment, results rose rapidly. For example, the percentage of pupils gaining English GCSE at grades A\*-C was 98% and the percentage gaining an A\*/A grade was almost one third. This is significantly more than found nationally. The percentage of pupils gaining five A\*-C GCSE grades was significantly above average. These results typify the sharp improvement in pupils' achievement over time. Current school records show pupils are on track to sustain this improvement.
- When compared to the rates of progress expected nationally, in 2013 pupils made above average gains. Also, a greater percentage of pupils made more progress than that which is expected. Most notably the progress made in English was exceptional. Current school records and inspection evidence found in lessons and pupils' books show this performance to be sustained.
- Girls and boys achieve equally well overall. More able pupils, such as those who enter the school with standards in English and mathematics at level 5 or above, also make good progress to achieve well. There are some variations across subjects and from year to year but taken together all pupils achieve well.
- Pupils' achievement is not yet outstanding because the performance across some subjects is uneven. For example, pupils make good progress to reach high standards in religious studies and core science. In citizenship and additional science pupils make similar progress to that seen nationally, but in Urdu and ICT standards are lower. However, all subjects show significant improvement over time; it is the pace of improvement which differs.

### Quality of teaching

**Good**

- Due to the impact of senior leaders' actions and the hard work of teachers the quality of teaching is good. Teachers are well prepared, enthusiastic and knowledgeable about the subjects they teach.
- Over time teaching has improved markedly. This is due to the targeted training provided by the headteacher and external providers. Teachers have improved their skills and lifted their expectations of themselves and of pupils.
- Relationships between pupils and with teachers are excellent. Pupils get the most from their lessons because they are confident to ask questions and show a large appetite to succeed in their studies.
- Structured schemes of work provide teachers with the content for each subject. Regular tests are used throughout the year to check on pupils' progress and to inform teachers' planning. Teachers plan systematically so that pupils learn in a step by step way, building steadily on what they already know and can do.
- In lessons, concepts and knowledge are explained clearly so that pupils are quick to show understanding. Skilfully worded questions are used which challenge pupils to develop their understanding. Regular checks ensure that pupils are secure in what they learn before moving on to something new, but this is not always the case and in this there is room for improvement.
- The teaching of English is a particular strength as seen by the excellent examination results in 2013. In mathematics too teaching is strong. As a result, pupils show very good reading and numeracy skills.
- The written presentation of pupils' work is variable. In the best examples, pupils write tidily

and fluidly demonstrating their very good command of English. In some cases pupils' work is poorly presented and teachers do not challenge this sufficiently. Similarly, teachers' marking is inconsistent and does not always give constructive feedback to pupils about how to improve their work.

- In many lessons, teachers use computers and projectors to display and model the problems, task or activities through which pupils are to learn. There are two ICT suites with a very good number of computers with internet access. The quality of these and of some other resources such as worksheets and posters are not always of good standard. For example, in some lessons observed by inspectors the teacher had to interrupt the lesson because the computer programme was not working properly or the illumination was causing difficulties for pupils to see clearly.

## Behaviour and safety of pupils

## Outstanding

- Pupils' behaviour in lessons and around the school is outstanding. The school has a strict moral code which is successfully implemented. Staff and pupils are clear about the way pupils' efforts are recognised and rewarded. Equally, the sanctions for any less than good behaviour are well known and used fairly. As a result, pupils act with respect towards each other and to staff. They are polite and courteous. Visitors are welcomed with good manners. Pupils' excellent attitudes to learning make a significant impact on their progress.
- Attendance is above average and punctuality is very good.
- The school's work to keep pupils safe and secure is outstanding. Staff are vigilant in their supervision and in their care of pupils' well-being. Safeguarding arrangements meet all the requirements including suitable checks on staff. Risk assessments are carefully carried out.
- Pupils say they feel safe and parents also share their view. Pupils learn about healthy eating, the dangers of drugs, internet safety and various types of bullying including homophobic and cyber. Pupils who spoke to inspectors showed a very good understanding and a mature attitude towards such sensitive issues. Parents confirmed that the school works hard to promote pupils' knowledge and understanding.
- Leaders ensure that pupils are very well prepared for the future. Careers guidance is an integral part of pupils' learning in Years 7-11. Pupils speak confidently about their high ambitions for the future fuelled by the successful way in which the school builds their self-esteem.
- Through effective relationships with agencies such as the local police, local leaders of faiths and community leaders, pupils develop an excellent understanding of, and healthy respect for, the criminal law, social justice and cultural difference. The school is proactive in promoting pupils' understanding of British democracy. For example, when elections take place each year for the school council, some pupils carefully prepare individual manifestoes and hold debates before all pupils cast their vote.
- Pupils demonstrate an excellent appreciation and respect for their own and other faiths and cultures. Pupils have visited a Christian church and a Sikh temple, and they have received visits from the local vicar and his wife. Religious studies lessons teach pupils about a wide variety of world religions. As a result, pupils speak confidently about different holy books and leaders of faith.
- Leaders have ensured that staff are trained in the government-funded local authority Prevent strategy. Consequently, staff are well prepared to educate pupils about the dangers of extremist views. Pupils and parents spoke clearly about their confidence in the school's successful efforts to promote pupils' tolerance and understanding of other cultures and traditions.
- Pupils' social development is aided by established daily routines which provide pupils with opportunities to collaborate and cooperate with each other. For example, lunch is a communal gathering where pupils can eat, talk and interact with each other. Afterwards, pupils take responsibility for cleaning the meal cloths, sweeping and vacuuming the floor.

Daily prayers are a spiritual focus where pupils show great reverence for their Islamic beliefs.

## Leadership and management

## Good

- The headteacher is passionate about improving the school. He is strongly supported by the two deputy headteachers who share his vision. Over time the senior leaders have built an increasingly effective staff team. Questionnaires returned by the staff show unanimous support for the leadership.
- Following the last inspection, the headteacher led a rigorous review of teaching, assessment and the school's approach to organising the subjects which are available. As a result, significant staff changes and restructuring took place. New teachers were appointed.
- The senior leaders have reorganised the work of Years 7-9 so that this is now completed in two years not three. Consequently, pupils are introduced to GCSE work earlier. The schemes of work and planning for each subject have been reviewed and improved. A sharper more regular focus on teaching pupils about the way marks are awarded in examinations has been introduced. Teachers receive training to improve their skills, and their knowledge of examination mark criteria.
- The success of leaders' actions are shown in the significant improvement to the quality of teaching and to pupils' achievement. Leaders have an accurate understanding of the performance of their school through effective monitoring.
- Arrangements for the management of staff performance are rigorous. Regular observations are made of teaching by the three senior leaders. This informs staff training. All teachers have a professional development record which outlines the priorities for improvement and the training which is completed. Whole staff training takes place regularly. Teachers have made visits to local schools to observe best practice and to learn from this.
- Leaders use the outcomes of regular checks on pupils' learning to carefully track each pupil's progress. Detailed analysis is made of the progress of groups of pupils such as boys and girls, year groups and in different subjects.
- Subject leadership is at an early stage of development. Many subjects are taught by one teacher and some teachers are relatively new to the school.
- Leaders ensure that pupils achieve well in Islamic studies through good teaching. The values and practices of the Islamic faith are successfully woven through the ethos of the school. Staff are fine role models for pupils. Opportunities for prayer and reflection are provided at set times each day and all pupils participate with equal respect and sincerity as the staff alongside them.
- The school provides exceptionally well for pupils' social, moral, spiritual and cultural development. Leaders and staff are deeply committed to ensuring that pupils are well prepared for living in British society. They strongly promote the values of democracy, tolerance and understanding of other beliefs and cultures.
- The school has a good website which is much appreciated by parents. It contains a great deal of useful information including all the school's policies, contact details and opportunities for comments about the school. Several testimonials are shown such as from past and present pupils and from the community police officers. All of these testimonials show high levels of support for the school and many recognise the significant improvements referred to throughout this report.
- Leadership and management are not outstanding because of the impact of the limited range of secular subjects, the minimal time available for these and the uneven progress of pupils in some subjects, which means that pupils' achievement is good not outstanding.

## What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate
<p>Detailed grade characteristics can be viewed in the <i>Non-association independent school inspection handbook</i> which is published on the Ofsted website: <a href="http://www.ofsted.gov.uk/resources/140053">www.ofsted.gov.uk/resources/140053</a>.</p>	

## School details

<b>Unique reference number</b>	130245
<b>Inspection number</b>	447238
<b>DfE registration number</b>	380/6119

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.

<b>Type of school</b>	Muslim Secondary School
<b>School status</b>	Independent school
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	230
<b>Number of part time pupils</b>	0
<b>Proprietor</b>	Mr Amjad Mohammed
<b>Chair</b>	N/A
<b>Headteacher</b>	Mr Amjad Mohammed
<b>Date of previous school inspection</b>	6 December 2011
<b>Annual fees (day pupils)</b>	£2075
<b>Telephone number</b>	01274 725005
<b>Fax number</b>	Not applicable
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