

Olive Tree School

363–365 Lewisham High Street, Lewisham, London SE13 6NZ

Inspection Dates

12 and 19 September 2017

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(a), 3 and 3(a)

- At the time of the previous inspection in March 2017, the school's curriculum and teaching plans did not take sufficient account of the ages, aptitudes and needs of all pupils. This was particularly so for pupils who speak English as an additional language. Leaders were unclear about their stage of learning English. In addition, leaders had not ensured that aesthetic subjects were taught effectively. As a result, the curriculum was not broad and balanced.
- The school's action plan shows how leaders intend to extend the curriculum to include creative and aesthetic subjects such as art. The plan also sets out how leaders intend to track the outcomes for pupils who speak English as an additional language. However, the proposed actions were insufficient in scope and did not show clearly enough how actions were intended to improve pupils' progress.
- This inspection found that leaders have made some important improvements to the curriculum. Art and design and technology are now integral parts of the curriculum and staff have had training on how to teach them effectively. Evidence from pupils' sketchbooks shows that pupils are developing a broader understanding of different artists and learning a range of techniques such as sketching, shading and the use of colour. Pupils stated that they enjoy their art lessons. Although music has been broadened to more than the singing of nasheeds, it remains limited and does not enable pupils to develop their skills fully.
- Leaders have introduced a new system to track pupils' progress, including those who speak English as an additional language. Teachers are better informed about individual pupils' stage of learning English and are starting to use this to plan suitable work for pupils. However, this is a recent development and has yet to have an impact on pupils' progress.
- The recently appointed headteacher, and the deputy headteacher, have a clear understanding of the quality of education, including the school's weaknesses. They have already introduced some important changes to the curriculum, including the study of different religions. However, these are at an early stage of development. As a result, the requirements for these paragraphs continue to be unmet.

Paragraphs 2(2), 2(2)(d), 2(2)(d)(ii), 5 and 5(b)(vi)

- The previous inspection found that the programme for personal, social, health and economic (PSHE) education did not promote respect for people with protected characteristics as set out in the Equality Act 2010.
- The school's action plan sets out how pupils will learn to respect people who have protected characteristics. For example, reference is made to the involvement of parents and carers. However, it is not clear how leaders intend to improve pupils' understanding of all the protected characteristics.
- This inspection found that while the curriculum plans for PSHE education include references to respect for others there is no mention of all the protected characteristics. Long-term plans include topics about Roma culture, Martin Luther King, Nelson Mandela and refugees. In addition, the plans identify themes such as anti-bullying, rights and responsibilities and democracy. The new headteacher is proposing to introduce sex and relationship education as part of the PSHE education programme. During the inspection, leaders were holding a coffee morning with parents to explain this development.
- The new headteacher is aware of the need to ensure that respect for all the protected characteristics is promoted effectively and, since the start of the school year, has taken appropriate action. For example, protected characteristics have been discussed in the most recent governors' meeting where it was agreed to contact charities supporting people with different sexual orientations for age-appropriate teaching materials. This is a positive development although it is too early for them to have had an impact on pupils' awareness of the protected characteristics. As a result, the requirements for these paragraphs continue to be unmet.

Paragraphs 3, 3(d)

- The previous inspection found that the school's assessment arrangements were not rigorous enough. Leaders had failed to ensure that staff took the needs of different groups of pupils into account, including the stage of each pupil's English language acquisition. As a result, pupils were not making consistently good progress.
- The school's action plan sets out how leaders intend to review the assessment and marking policies. This includes arrangements for monitoring how successfully teachers use the revised procedures to improve pupils' outcomes. In addition, the plan makes clear reference to tracking the progress of different groups of pupils.
- Leaders have revised the assessment arrangements and bought into a commercial scheme to support improvement to teachers' practice. The deputy headteacher has provided suitable training for teachers. The new procedures include termly progress meetings with each teacher to ensure that all pupils are making sufficient progress. A range of information is used to make these judgements, including test results, ongoing assessment against clear objectives and scrutiny of work in pupils' books.
- The requirements in this paragraph are now met.
- Leaders have not ensured that all the independent school standards in this part are met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32(1) and 32(1)(c)

- The arrangements to safeguard and promote the welfare of pupils are not sufficiently robust. The single central register for staff is up to date and meets requirements. However, record-keeping is not systematic enough and some documents, such as references, lack detail. Records relating to the trustees do not meet statutory requirements.
- Access from the mosque to the school is now secure. There are two CCTV cameras that cover the folding doors that separate the mosque from the school. Footage from the cameras is monitored throughout the day from the school's administration office, the reception office of the mosque and the headteacher's office. There is a clear policy outlining the procedures for opening and closing the doors and the times at which this happens. As a result, appropriate action has been taken to minimise the potential risk to pupils' safety and welfare.
- The school's safeguarding policy gives due regard to the latest statutory guidance. Leaders ensure that the policy is available on the school's website.
- The requirements of these paragraphs are not met in full.

Paragraphs 11, 12, 15, 16, 16(a) and 16(b)

- The previous inspection found that arrangements for safeguarding were ineffective. Leaders had failed to maintain an admission register in line with statutory guidance and record-keeping was haphazard. The previous inspection also judged that leaders had not ensured that the school complied with the relevant health and safety regulations, especially those related to fire safety. As a result, inspectors were concerned that pupils were at risk of harm.
- The school's action plan identifies a range of actions to tackle the concerns about safeguarding, including those related to fire safety and the admission register. While the action plan sets out suitable arrangements for meeting the independent school standards in relation to the admission register, it does not make specific reference to the recommendations made in the fire risk assessment.
- This inspection found that leaders have tackled the concerns about fire safety and introduced more robust arrangements to ensure that the admission register is properly maintained. For example, there are up-to-date records of those pupils who have left the school and their destinations. These records show that where leaders have not been able to confirm the destination of pupils, this has been followed up with the local authority.
- In relation to fire safety, leaders commissioned a fire safety audit from an external organisation who also drew up a detailed action plan. All the identified actions have been completed. For example, emergency lighting has been installed in each classroom and in corridors.
- Leaders have ensured that the requirements in these paragraphs are now met.
- The independent school standards in this part remain unmet.

Part 4. The suitability of staff, supply staff and proprietors

Paragraphs 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(6), 21(7), 21(7)(a) and 21(7)(b).

- The school has appropriate arrangements for vetting the suitability of teaching and non-teaching staff and the single central register is up to date and complete. Staff files have been recently reviewed and updated. The single central record meets the requirements of the independent school standards in this respect.
- There are inconsistencies in the information held on staff. For example, in many cases references are dated after the member of staff started working at the school. This suggests that staff took up their posts at the school before references were seen. In addition, some references are generic and do not cover specific issues related to working with children. These factors compromise the school's safer recruitment arrangements and are not sufficiently robust to ensure the welfare, health and safety of pupils.
- The information held on governors is broadly appropriate and includes identity and Disclosure and Barring Service (DBS) checks. However, this information is not included in the single central register.
- The governor with responsibility for safeguarding has resigned, following a serious criminal conviction. He is currently suspended, pending a risk assessment report but remains on the board of trustees.
- The information held on the board of trustees of the Lewisham Islamic Centre, which acts as the proprietor of Olive Tree School, is incomplete. There is not an up-to-date list of the trustees and during the inspection some DBS checks for trustees were not available. All of the DBS checks available were carried out at least four years ago. In one instance, the DBS check was dated 2010. In addition, the DBS checks were commissioned for the trustees' place of work. The lack of appropriate vetting checks for trustees represents a risk to pupils' welfare, health and safety.
- Leaders have not ensured that the independent school standards in this part are met.

Part 5. Premises of and accommodation at schools

Paragraph 25

- The previous inspection found that leaders had ensured that the school's health and safety policy was written in line with statutory requirements. However, it was not implemented effectively, especially in relation to fire safety.
- The school's action plan identifies the arrangements to strengthen the procedures for checking that the premises remain well maintained. It shows that leaders have considered how to monitor routine safety checks and provides clear timescales for realising these objectives.
- Leaders have ensured that the premises are maintained to a suitable standard to ensure the health, safety and welfare of pupils. For example, the building is newly redecorated and rooms provide an appropriate environment for learning. Leaders have ensured that appropriate fire exit and fire door notices are now in place. Regular checks are carried out on the premises and recorded appropriately.
- Leaders have ensured that the requirements in these paragraphs are now met.

- Leaders have ensured that the independent school standards in this part are now met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- The previous inspection found that leaders had not ensured that all the independent school standards relating to the curriculum, safeguarding, health and safety, and the Equality Act 2010 had been met.
- The school's action plan identifies the actions leaders intend to take to tackle the weaknesses. This includes external advice as well as learning from good practice in other schools.
- There are important omissions to the arrangements for safeguarding and despite some improvements they remain ineffective. Although some of the standards are now met, others remain unmet. For example, leaders do not ensure that all the protected characteristics are promoted effectively. In addition, the work to improve the curriculum and pupils' progress is at an early stage of development and has therefore had a limited impact on provision.
- Some of the weaknesses identified at the previous inspection have been tackled. Governors have appointed a new headteacher and leaders have used an external consultant to develop the school's PSHE education curriculum. Improvements have been made to premises. Leaders have also appointed subject leaders to help ensure that there is greater accountability across the school.
- As a result, the standards in this part continue to be unmet because leaders have not ensured that all the independent school standards are met.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met at this inspection

- Ensure that the school's written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care plan (paragraphs 2(1), 2(1)(a), 2(1)(b) and 2(1)(b)(i)).
- Ensure that full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraphs 2(2) and 2(2)(a)).
- Ensure that the school's policies and schemes of work relating to personal, social, health and economic education encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (paragraphs 2(1), 2(1)(a), 2(2), 2(2)(d) and 2(2)(d)(ii), 5 and 5(b)(vi)).
- Ensure that the teaching at the school enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraphs 3 and 3(a)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school, and that such arrangements have regard to any guidance issued by the Secretary of State (paragraphs 7, 7(a) and 7(b)).
- Ensure that a range of checks are also carried out for each proprietor, including an enhanced criminal records check, an identity check and a check of their right to work in the United Kingdom and any other such checks required by guidance issued by the Secretary of State (paragraphs 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(6), 21(7), 21(7)(a) and 21(7)(b)).
- Ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their roles and fulfil their responsibilities effectively so that the independent school standards are met consistently and the well-being of pupils is actively promoted (paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

The school now meets the following independent school standards

- Ensure that the teaching at the school shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons (paragraphs 3 and 3(d)).

- Ensure that the proprietor takes timely action to reduce risks to pupils (paragraphs 16, 16(a) and 16(b)).
- Ensure that the relevant health and safety laws are complied with by effectively implementing a written health and safety policy (paragraph 11).
- Ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 12).
- Ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) Regulations 2006 (paragraph 15).
- Ensure that the school premises and the accommodation and facilities provided therein are maintained to a standard such, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (paragraph 25).

School Details

Unique reference number	134400
DfE registration number	209/6363
Inspection number	10039573

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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 day school
School status	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	114
Number of part-time pupils	30
Proprietor	Lewisham Islamic Centre
Chair	Dr Amir Razvi
Headteacher	Mrs A T Rahmaan
Annual fees (day pupils)	£3,050
Telephone number	020 8314 0169
Website	www.otsprimary.co.uk
Email address	admin@otsprimary.co.uk
Date of previous standard inspection	8–10 March 2017

Information about this school

- Olive Tree School is an independent day school located in the London borough of Lewisham. The school has an Islamic character and ethos. The proprietor, Lewisham Islamic Centre, delegates operational control of the school to their appointed governing body.
- The school is registered for up to 106 pupils aged three to 11.
- The Nursery class is located separately but on the same road as the main school building. It has its own secure entrance.
- The school is housed in converted commercial premises. A few pupils are at an early

stage of speaking English as an additional language and almost all speak more than one language. None of the pupils are identified as having special educational needs and/or disabilities. No pupils are children looked after. Pupils are from a range of diverse minority ethnic backgrounds.

- The school does not make use of any off-site provision for pupils.
- The school receives no additional funding for pupils who have special educational needs and/or disabilities.
- The headteacher took up her position at the beginning of September 2017.
- The school's website meets the requirements of the independent school standards.
- The school was last inspected in March 2017 and was judged to be inadequate.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The school's last full standard inspection was in March 2017, when its overall effectiveness was judged to be inadequate.
- The school drew up an action plan for improvement in response to the report, which was evaluated by Ofsted in February 2017 and judged to be not acceptable.
- This is the school's first progress monitoring inspection. The inspector was asked to focus on particular requirements contained within Parts 1, 2, 3, 5 and 8 of the independent school standards.
- The inspector held meetings with the headteacher, the deputy headteacher responsible for pupils' spiritual, moral, social and cultural development and eight teachers with subject responsibilities.
- The inspector visited classrooms in Years 1 to 6 and observed learning in Years 1, 2, 5 and 6. He also met with key stage 2 pupils during the lunch break.
- The inspector scrutinised documentation, including curriculum planning and the school's safeguarding, admissions and equality policies.
- The inspector took account of 25 responses to the Ofsted online survey (Parent View).

Inspection team

Brian Oppenheim, lead inspector

Her Majesty's Inspector

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