

Olive Tree Primary School

116 Bury Park Road, Luton, Bedfordshire LU1 1HE

Inspection dates

8–9 November 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

- At the standard inspection in May 2017, independent school standards relating to the quality of education provided were not met. The standards not met related to the curriculum and to teaching. These standards remain unmet. In addition to the weaknesses of each standard not met in May 2017, other weaknesses were identified during this progress monitoring inspection.

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(d), 2(2)(d)(ii), 2(2)(i)

- Independent school standards relating to the curriculum were not met at the May 2017 inspection because the curriculum policy did not reflect the practice in the school. Leaders did not ensure that pupils' personal, social and health education (PSHE) was considered in the curriculum plan and the curriculum did not encourage respect for others, paying particular attention to protected characteristics set out in the Equalities Act 2010.
- Since the inspection in May 2017, the proprietor has reviewed the curriculum policy. A new policy was ratified in July 2017 but it remains the case that the policy and plans do not reflect what is actually taught.
- Leaders outline their rationale for the curriculum and explain that the requirements of the national curriculum are followed for the teaching of English, mathematics and a range of other subjects. However, the policy and the curriculum plans do not take into account the changes made to the revised national curriculum framework and programmes of study, devised by the Department for Education (DfE) in 2013 and implemented in 2014 for all subjects.
- The curriculum plans are organised into long-, medium- and short-term programmes but many do not reflect current teaching. Therefore, the plans are out of date. The policy states that music and dance are not taught to pupils. However, the long-term plan for pupils in Years 3 and 4 identifies that pupils learn music and are taught to play the violin and this does not happen. In the class for Years 5 and 6, the plans outline the teaching of dance in physical education lessons but this does not happen. The headteacher and pupils confirm that the subjects taught in lessons and the timetables do not reflect the curriculum plans that leaders provided to inspectors.

- Pupils are not taught the hours outlined for each subject in the curriculum policy. Pupils in key stage 1 are taught physical education, which forms part of PSHE, for 50 minutes each week. The policy states that physical education is taught for three hours per week, two of which will happen outdoors, and the policy does not refer to a difference for age groups.
- Inspectors reviewed schemes of work that had not been adapted well enough to meet the needs of individual pupils, particularly those who are the most able and those who require additional support. In too many subjects, pupils are not able to demonstrate age-related expectations. Teachers' subject knowledge of the current national curriculum expectations is not secure enough to plan learning to meet the different needs of pupils in their classes.
- Leaders say that they provide for pupils to learn aspects of PSHE, fundamental British values and respect for people with protected characteristics through circle time in key stage 1. However, from the information provided by the school, there is no evidence to show when this learning occurs. Leaders' new spiritual, moral, social and cultural development plans do not currently include lessons for key stage 1 to show how they plan to teach pupils these aspects of PSHE separately from whole-school assemblies.
- Weekly curriculum plans since September 2017 state that pupils' spiritual, moral, social and cultural education will be developed during each lesson. It is too soon to measure the impact of this work because staff do not consistently apply the training they have received. Year 6 pupils, for example, write a sentence to explain their reflections on their learning. Pupils focus primarily on the spiritual or moral aspect of their learning, such as their faith and beliefs. The quality of their reflections is in the early stages of development.
- Leaders have not ensured that these independent school standards are met.

Paragraph 3, 3(a), 3(c), 3(d), 3(e), 3(f), 3(g)

- Independent school standards relating to teaching at the school were not met at the May 2017 inspection because teachers did not check on pupils' progress well enough across the curriculum. Work in lessons was not matched to pupils' prior skills and abilities. The most able pupils in particular did not make good progress from their starting points.
- A number of changes to the teaching staff have taken place, especially in key stage 1, during this autumn term. The impact of new staff on the quality of teaching and pupils' learning is not known. The headteacher confirmed that checks on the quality of teaching and learning have not taken place.
- Frequent staff changes have been a feature of the school over a number of inspections over recent years. The result of these changes is that the pace of improvement remains too slow and the quality of teaching varies too much.
- Work in books still demonstrates that pupils do not receive sufficient challenge or a broad enough range of opportunities to extend and practise their skills. Pupils are not provided with sufficient resources or information to develop their learning. The progress pupils make is limited. In the inspection in May 2017, it was reported that pupils in Years 5 and 6 made better progress in their learning. This remains the case.
- Not all teachers have the skills to adapt learning activities to meet the needs of pupils.

Consequently, the most able pupils and those who require additional support are not provided for as well as they should be. Evidence in pupils' books demonstrates that these pupils make limited progress over time, particularly in mathematics.

- As was the case at the inspection in May 2017, the assessment for all pupils is inconsistent, and remains an area to improve. Inspectors did not see the school's chosen electronic assessment system as there had been no further developments since the previous inspection. Records from governing body meetings indicate that there is an ongoing issue with some of the computers at school. During this inspection, the headteacher confirmed that there was no current assessment information for some year groups and that plans are in place to check the progress pupils make in mathematics. Inspectors saw attainment information for younger pupils in early reading and also for Islamic studies. However, the information lacked analysis of pupils' progress from their starting points.
- The newly appointed English coordinator, who took up the role in September 2017, is supporting key stage 1 staff with plans for the English curriculum. The coordinator has identified those pupils who are falling behind in reading and is involving parents in helping children to read more regularly. The impact of this work is slow in ensuring that pupils move on quickly enough when acquiring reading skills in key stage 1. Pupils who read to inspectors were already ahead of the school's chosen reading scheme. The books available are not sufficiently challenging and pupils are not guided well enough to read books at the right level. This has not changed since the inspection in May 2017.
- A few staff have received training to support the teaching of phonics. School leaders have purchased new resources to help younger pupils who require additional support with reading but have not implemented the use of their new resources rapidly enough. Therefore, inspectors are unable to evaluate any impact of this work.
- In physical education, the resources available to pupils are insufficient for them to acquire the necessary skills for their age and ability. For example, in indoor physical education activity observed during this progress monitoring inspection, pupils were given flat balls to practise throwing and catching as part of learning basketball skills. Lessons do not systematically build on pupils' physical skills over time or take into account their prior aptitudes and needs. Pupils do not experience physical education outside.
- In mathematics lessons observed, there were no resources available for pupils to use to support them. This slowed the learning. Some pupils found the work too hard and lost interest.
- Science books with work from the start of the academic year show that pupils have not experienced sufficient investigative work for them to improve their understanding. From a young age, pupils are not acquiring the skills that are expected for their age and ability.
- Staff who responded to a questionnaire during the inspection were positive about working at the school. They appreciate the recent training they have received to develop their teaching.
- Leaders have not ensured that these independent school standards are met.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5, 5(a), 5(b), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i)

- These independent school standards were not met at the May 2017 inspection because leaders did not actively promote fundamental British values or provide pupils with enough opportunities to meet with people who have views and cultures that are different from their own. The protected characteristics were not sufficiently included and promoted.
- Leaders have written plans demonstrating how they will instruct pupils to gain a better understanding of protected characteristics and equalities. Plans show how pupils will gain an understanding through discrete lessons or through assemblies for each characteristic. Four of the nine lessons have taken place so far this term. The lessons are primarily for older pupils and are usually led by the headteacher.
- In a recent lesson where the older pupils considered people's age, they produced work that was of a much lower quality than seen in other subjects. This was because the task focused on producing a list of facts about growth of a human from baby to old age. The teaching did not promote a deeper understanding of why age is a protected characteristic.
- Boys occasionally show a lack of respect towards the female support staff. This was observed by inspectors outside, during lunchtimes and in lessons where boys reluctantly followed instructions from these adults. Some boys have to be constantly prompted to remain respectful, in line with the ethos of the school.
- Pupils understand what bullying is and what it is not. Pupils who spoke with inspectors believe they are well placed to identify bullying in society. Pupils told inspectors that name-calling does take place in school. Pupils understand that they are able to report concerns to the school if they wish. However, pupils stated that it was better to remain silent.
- Pupils do not have the opportunity to participate in competitive sporting activities or social activities either within school or with pupils from other schools. Older pupils enjoyed a recent tour of a neighbouring Catholic school. However, they told inspectors that they did not have the opportunity to talk with other pupils, as they would have liked.
- In May 2017, some inappropriate books were found in the school's library that did not promote British values. Although leaders stated they had removed them, inspectors found the same books during this inspection. The books were written by an author who is banned from entering, or has been expelled from, several countries, including Britain. The books were found surrounded by others that are written by suitable authors of children's books. Leaders have not ensured that the risk posed by the texts is mitigated and, as a result, some unsuitable books remain available for pupils to choose and read either intentionally or accidentally.
- Leaders have not ensured that these independent school standards are met.

- At the standard inspection in May 2017, independent school standards relating to the welfare, health and safety of pupils were not met. The standards remain unmet and two additional standards are not met. Arrangements to safeguard pupils remain ineffective.

Paragraph 7, 7(a), 7(b)

- These independent school standards were not met at the May 2017 inspection because the arrangements to safeguard children were not effective. Leaders had not ensured that the child protection policy was in line with statutory requirements or implemented effectively. Staff had not received sufficient training in child protection, in particular their responsibilities under the 'Prevent' duty. Leaders did not mitigate well enough the risks posed by outside speakers. Arrangements to provide for pupils' general welfare, health and safety were weak.
- On this progress monitoring inspection, inspectors found that school leaders do not fulfil all of their duties to keep pupils safe, and the welfare of pupils continues to be compromised.
- In addition to the standard for safeguarding pupils remaining unmet, some of the standards for the welfare, health and safety of pupils that were met in May 2017 are no longer met. The additional weaknesses impact negatively on the arrangements to safeguard pupils.
- The policies for pupils' safeguarding are not aligned with the practice found in the school. First aid and day-to-day risks are not mitigated against well enough. Hazardous, flammable and corrosive chemicals were found in the classrooms and appropriate risk assessments do not exist or are not routinely followed.
- The arrangements for the safe recruitment and vetting of staff are not carried out and are not checked robustly enough.
- The school child protection policy was updated in September 2017 and is published on the school's website. The policy had not been completed by inserting the appropriate governor's name at the relevant point. The policy does not make reference to the most recent guidance from the Secretary of State. The necessary training referred to in the policy, particularly for the deputy designated safeguarding leader, is not in place. Staff have not yet had their training regarding their responsibilities under the 'Prevent' duty, as was the case at the previous inspection. This is an unacceptable delay.
- The local authority carried out a safeguarding visit in September 2017. It reported a number of serious concerns about the capacity of school leaders to make sustainable change, especially for the welfare, health and safety of pupils.
- Following the inspection in May 2017, there have been two complaints made to Ofsted. Both express concerns regarding leaders' handling of safeguarding matters. On this inspection, inspectors found that, when complaints are received directly by the school, leaders deal with them appropriately. However, leaders' records of complaints and the subsequent resolutions are not well organised.
- Leaders told inspectors that no disclosures about safeguarding have been made by pupils, parents or staff since May 2017 in school. School staff have not made any referrals to the local authority. Senior leaders say that they work closely with the local authority when they have concerns. School evidence demonstrates that leaders have contact with advisers from the local authority and welcome the advice they receive.

- Even when policies are in place, leaders are not rigorous in checking whether staff follow them consistently. For example, staff did not know the exact number of pupils they had taken to the park. In addition, not all pupils' names were on the register for the trip. Staff had not completed the risk assessment correctly.
- Leaders have not ensured that these independent school standards are met. These standards have not been met for a number of inspections. In an inspection in 2012, aspects of welfare were reported as a concern, particularly around health and safety and the mitigation of risk. In May 2014, the school did not meet standards for safeguarding because they did not follow the latest guidance from the DfE, as was the case in October 2014, October 2016 and May 2017.

Paragraph 11

- In the May 2017 inspection, this independent school standard was met. However, at this progress monitoring inspection, the standard is now not met.
- Leaders do not ensure that the health and safety policy is implemented effectively. They do not ensure that pupils' health and welfare are paramount. Staff do not follow the guidance from leaders because they are not sufficiently well trained and the proprietor does not check regularly to ensure that pupils are in a safe and healthy environment.
- Pupils do not have the necessary resources to be hygienic when using the toilets. Boys do not have toilet tissue, soap or hand-drying facilities available in the toilets. They have to ask an adult in class for toilet tissue.
- Girls have discarded food out of their toilet windows, and the debris is rotting in the security bars. Toilet tissue has been thrown onto the ceiling in the girls' toilets and has been left there. Little is done to maintain a clean environment and promote good hygiene skills.
- Pupils bring their own food to school because there is no facility for the school to provide food for pupils. Pupils wash their cutlery in the toilet basins, where only tepid water is available. It is reported as 'quite usual' for children to go into the very small staff kitchen area, unsupervised, to find a spoon. This area was marked 'no children allowed'.
- Leaders have not ensured that this independent school standard is met.

Paragraph 12

- In the May 2017 inspection, this independent school standard was met. However, at this progress monitoring inspection, the standard is now not met.
- During the time of this progress monitoring inspection, leaders were carrying out refurbishments to the school. They had removed fire signage and blocked a fire exit with paint cans. Consequently, the proprietor has not ensured compliance with fire safety.
- In a very recent fire drill, school evidence demonstrates that staff did not know where the fire assembly points were. The school has one fire marshal and there are times when this person is off site. This is not a suitable arrangement.
- School leaders have been informed by fire officers that three doors do not comply with fire regulations. Leaders have plans in place to rectify this situation, but nothing has happened yet to remedy the non-compliance.
- Leaders have not ensured that this independent school standard is met.

Paragraph 13

- This independent school standard was not met at the May 2017 inspection because school leaders did not have a written school policy for the effective administering of first aid and practice was weak.
- The school has a current written first aid policy on the website. However, inspectors found that the practice in school does not match the policy.
- The school keeps medical boxes in each classroom. Inspectors found that pupils who have specific medical needs had their prescribed medication stored inappropriately in medical boxes, rather than in the office, as specified in the policy. School leaders could not produce medical care plans for the individuals who require them.
- Leaders have not ensured that this independent school standard is met.

Paragraph 15

- This independent school standard was not met at the May 2017 inspection because attendance registers were not kept well enough. Leaders did not keep registers and an admissions register in line with the Education (Pupil Registration) (England) Regulations 2006.
- Attendance registers are still not kept in accordance with the regulations. Registers remain poorly maintained. There are gaps in the registers where pupils' attendance is not recorded for whole or part of the day.
- The names of some pupils are not written in full in the register. The addresses and emergency contact details for all pupils are not written in the registers. When new pupils start at the school, or move class, registers are not updated accurately.
- The information on the school's admissions register, which the school terms its database, does not align with the information found in the school's attendance registers. Additional pupils were included on the database even though they are not named on the registers. The headteacher was able to confirm that these pupils had left. The staff responsible for updating records are not trained well enough to perform their roles and responsibilities diligently.
- Leaders now ensure that the local authority is informed if pupils leave the school. The destinations of school leavers in July 2017 are clear. Inspectors received information from the local authority to demonstrate that the school had notified them. However, the school had not responded to a further request from the local authority for information. If pupils leave to move to another country, then the information recorded is minimal, with only the destination country named on the documents.
- Leaders have not ensured that this independent school standard is met. This standard was unmet in a standard inspection in 2012 and was unmet in an emergency monitoring inspection in October 2016. The standard was also unmet in May 2017 and remains unmet on this progress monitoring inspection.

Paragraph 16, 16(a), 16(b)

- These independent school standards were not met at the May 2017 inspection because leaders did not identify and mitigate risks well enough or have a suitable policy to do so.

Risk assessments were not in place rigorously enough to promote the welfare of pupils.

- In May 2017, inspectors identified that risk assessments were not rigorous enough to promote the welfare of pupils. This remains the case. For example, where staff took pupils to the park during the inspection, they did not complete the risk assessment in line with leaders' expectations.
- There are no risk assessments in place for the current renovations happening at the school. The proprietor does not ensure well enough that risks are mitigated sufficiently for standards to be met.
- There was no risk assessment for the appropriate storage of controlled substances hazardous to health (COSHH). Inspectors found chemicals which children and staff could be exposed to that are hazardous to their health. For example, cleaning fluid that required users to wear gloves, face masks and goggles were found in an unlocked cupboard under the classroom sink.
- Leaders have not ensured that these independent school standards are met.

Part 4. Suitability of staff, supply staff, and proprietors

- At the standard inspection in May 2017, independent school standards relating to the suitability of staff, supply staff and proprietors were not met. Although some of these are now met, standards relating to the suitability of persons appointed remain unmet.

Paragraph 18(2), 18(2)(b), 18(2)(c), 2(2)(c)(i)

Paragraph 20(6), 20(6)(a), 20(6)(a)(ii)

- These independent school standards were not met at the May 2017 inspection because the proprietor did not carry out prohibition from teaching checks and the section 128 check for leaders. Leaders readily accepted the information from staff self-declarations to determine their suitability to work with children.
- Since the inspection in May 2017, school leaders have carried out prohibition checks on teaching staff at the school and the section 128 checks for leaders. Leaders have ensured that these independent school standards are met (paragraphs 20(6), 20(6)(a), 20(6)(a)(ii)).
- Leaders have not ensured that independent school standards relating to the suitability of persons appointed are met (paragraphs 18(2), 18(2)(b), 18(2)(c), 2(2)(c)(i)) because leaders do not ensure that all checks are routinely and consistently carried out when employing staff.
- Although leaders have sought a range of checks about each person's identity, some of the checks are not appropriate or evaluated sufficiently. There are some references provided for staff that do not match with the names or companies provided on the application forms. In one case, for example, the gender of the person was incorrect on the reference given by a friend.
- This is the fourth time that issues have been raised during inspections about how effectively leaders ensure that the recruitment of staff complies with legal requirements. Leaders lack clear systems and processes to ensure that the correct checks are made or that documentation is kept in a systematic and accurate way.

Paragraph 21(1), 21(3), 21(3)(a), 21(3)(a)(iii), 21(3)(b)

- These standards are now met as all of the checks made on staff are entered into the single central record.
- Although leaders state they check the recruitment records regularly, they could not produce evidence to demonstrate that this was the case.
- While the checks required are on the record, there remain some anomalies in the careful keeping of suitable records regarding the recruitment and vetting of staff. At the time of this progress monitoring inspection, there was an error on the electronic single central record that resulted in all staff having the same start date, which was inaccurate. This was easily amended during the monitoring inspection. However, the ongoing attention to detail within the record is not rigorous enough.
- Leaders have ensured that these independent school standards are met.

Part 5. Premises of and accommodation at schools

- At the standard inspection in May 2017, independent school standards relating to the premises of and accommodation at the school were not met. These standards remain unmet and an additional standard is now not met.

Paragraph 24(1), 24(1)(a), 24(1)(b)

- These independent school standards were not met at the May 2017 inspection because school leaders did not provide a suitable space for the medical treatment of pupils.
- The proprietor is adapting a small room to provide accommodation for the medical examination and treatment of pupils in need of medical attention. However, although the room is close to washing and toilet facilities, the accommodation is not suitable. This is because the glass door looks onto the street and members of the public can see directly into the medical room.
- Leaders have not ensured that these independent school standards are met.

Paragraph 25

- This independent school standard was met at the May 2017 inspection but is no longer met.
- During the current renovations of the school, the proprietor has not mitigated the risk associated with the work. There are no risk assessments in place for the times that pupils are in school. Inspectors found paint and other flammable products, together with tools, kept in pupils' cloakrooms which were in use. Policies do not link with the current health and safety culture, which is weak. Leaders ensured that paint cans and other tools were removed during the course of the inspection.
- As noted above in the independent school standard for suitability of the toilet and washing facilities, pupils' health and safety is compromised by inadequate attention to the cleanliness and use of the facilities.
- Leaders have not ensured that this independent school standard is met.

Paragraph 28(1), 28(1)(b), 28(1)(c)

- These independent school standards were not met at the May 2017 inspection because drinking water was not labelled as such. Toilets did not have both hot and cold water and adequate washing facilities.

- Drinking water is now suitably labelled. This standard is now met.
- The washing facilities in the boys' toilets remain unsuitable. Boys still have no access to both hot and cold water. They have one tap that provides tepid water.
- Leaders have not ensured that the independent school standard relating to access to hot and cold water is met.

Paragraph 29(1), 29(1)(a), 29(1)(b)

- These independent school standards were not met at the May 2017 inspection because the proprietor did not provide suitable outdoor space for pupils to play and have access to physical education outside, in line with the school's curriculum.
- School leaders now provide pupils with more regular access to outdoor play in a local park. This is an improvement on the inspection in May 2017. Pupils told inspectors that they have visited the park frequently for play since September 2017. Pupils have an opportunity to play for 15 minutes each day. This standard is now met.
- No physical education takes place outside. Leaders, governors and pupils confirm that this is the case. Leaders have not ensured that this independent school standard is met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(c), 32(1)(f), 32(1)(j), 32(4), 32(4)(b)

- An independent school standard was not met at the May 2017 inspection because leaders did not ensure that reports to parents covered all the curriculum subjects taught.
- Annual reports to parents now provide information about all subjects taught across the curriculum. This standard is now met.
- The current safeguarding and child protection policy is on the website as required, although there are inaccuracies included in the policy, as identified above, for the independent school standard for the safeguarding of pupils.
- The proprietor was issued with a restriction notice by the Secretary of State for Education, under section 116 of the Education Act on 21 July 2017. However, parents are unaware of this notice. It is not available on the website. Even though the proprietor is appealing the restriction notice, the standard for communicating the information to parents requires the school to make this letter available to parents.
- Leaders have not ensured that all standards in Part 6 of the independent school standards are met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- These independent school standards were not met at the May 2017 inspection because leaders did not fulfil their responsibilities effectively. Consequently, many of the independent standards were not met. Importantly, these standards included those related to safeguarding and promoting the welfare, health and safety of pupils.
- School leaders do not demonstrate the capacity to sustain the improvements they make. Some of the standards that were met in May 2017 are now not met, especially around the promotion of pupils' welfare and health and safety. Leaders have not improved the

effectiveness and consistency of school improvement since the inspection in May 2017.

- Leaders do not have the skills appropriate to their roles and responsibilities. The independent school standards are not met consistently and this has been the case for many years. Since 2012, the school has been inspected on six separate occasions and the independent school standards have only been met in entirety once during that time.
- School leaders do not regularly evaluate the school's performance against the standards required for an independent school. The action plan is very brief and does not have timescales and milestones to demonstrate how improvements will be made and sustained. They do not check regularly enough the quality of education that all pupils receive.
- The local authority has expressed concerns regarding the capacity of the leadership at the school. They recognise that leaders are willing to listen but do not have the required skills to fulfil the management roles and responsibilities effectively and consistently.
- On a daily basis, the management of the school falls to the headteacher and the business manager. They rely too heavily on external advice and guidance to improve systems and processes. Therefore, leadership capacity is weak. Consequently, over time, leaders have proven themselves to be incapable of improving the school.
- The proprietor has brokered the support of external consultants to help with school improvement and training of staff. There are three consultants who have recently started working with the school. The impact of their work in ensuring consistent improvement is unproven.
- Roles and responsibilities within the leadership and governance remain unclear. Governors do not fulfil their core responsibilities well enough. Governors are currently recruiting new members. Governors do not check well enough that pupils' welfare, health and safety needs are consistently met, and rely on the day-to-day management of the headteacher.
- The information leaders give parents through the website is not sufficiently accurate. This is the same for other information that is available for parents, such as details of school visits that are planned and the names of staff who currently work at the school.
- Leaders have not ensured that these 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, as set out in the annex of this report. 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

- The proprietor must ensure that a written policy on the curriculum, supported by

appropriate plans and schemes of work, which provides for the matters specified in subparagraph (2), is drawn up and implemented effectively, to provide:

- personal, social, health and economic education that encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act
- effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society

(paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(d), 2(2)(d)(ii), 2(2)(i)).

■ The proprietor must 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
- involves well-planned lessons and effective teaching methods, activities and management of class time
- 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
- demonstrates a good knowledge and understanding of the subject matter being taught
- utilises effectively classroom resources of a good quality, quantity and range
- demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress

(paragraph 3, 3(a), 3(c), 3(d), 3(e), 3(f) and 3(g)).

■ To meet the standard about the spiritual, moral, social and cultural development of pupils at the school, the proprietor must:

- actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and faiths
- ensure that principles are actively promoted which encourage respect for other people, paying particular regard to all the protected characteristics set out in the 2010 Act
- ensure that principles are actively promoted which encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
- preclude the promotion of partisan political views in the teaching of any subject in the school
- take such steps as are reasonably practicable to ensure that, where political issues are brought to the attention of pupils, while they are in attendance at the school they are offered in a balanced presentation of opposing views

(paragraph 5, 5(a), 5(b), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i)).

■ The proprietor must 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 (paragraph 7, 7(a), 7(b)).

- The proprietor must ensure that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy (paragraph 13).
- The proprietor must ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- The proprietor must ensure that the welfare of the pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy, and appropriate action is taken to reduce risks that are identified (paragraph 16, 16(a), 16(b)).
- The proprietor must carry out appropriate checks to confirm in respect of each member of staff at the school the person's identity and in the light of the information from the checks the proprietor considers that the person is suitable for the position to which the person is appointed (paragraph 18(2), 18(2)(c), 18(2)(c)(i)).
- The proprietor must ensure that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils including:
 - accommodation for the medical examination and treatment of pupils
 - accommodation for the short-term care of sick and injured persons, which includes a washing facility and is near to a toilet facility(paragraph 24(1), 24(1)(a), 24(1)(b)).
- The proprietor must ensure that:
 - toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water(paragraph 28(1), 28(1)(b)).
- The proprietor must ensure that suitable outdoor space is provided in order to enable physical education to be provided to pupils in accordance with the school curriculum (paragraph 29(1), 29(1)(a)).
- The proprietor must ensure that particulars of any action specified in sub-paragraph (4) are published and maintained on the school's website or, where no such website exists, are provided to parents. The relevant information specified in sub-paragraph (4) is about the decision of the Secretary of State to impose a relevant restriction on the proprietor under section 116 of the 2008 Act (paragraph 32(1), 32(1)(j), 32(4), 32(4)(b)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school
 - demonstrate good skills and knowledge appropriate to the role so that the independent school standards are met consistently
 - fulfil their responsibilities effectively so that the independent school standards are met consistently

- actively promote the well-being of pupils
(paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)).

Standards that were met at the previous inspection, but are now judged to not be met at this inspection

- The proprietor must ensure that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy (paragraph 11).
- The proprietor must ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 12).
- The proprietor must ensure that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (paragraph 25).

The school now meets the following requirements within the independent school standards

- The proprietor must ensure that in relation to an individual, not being the Chair of the school, who is a member of a body of persons corporate or unincorporated named as the proprietor of the school is in the register or in an application to enter the school in the register:
 - does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction

(paragraph 20(6), 20(6)(a), 20(6)(a)(ii)).

- The proprietor must keep a register which shows the information referred to in subparagraphs (3) to (7) as is applicable to the school in question:
 - in relation to each member of staff appointed on or after 1 May 2007, a check was made to establish whether any member of staff is subject to any direction under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction

(paragraph 21(1), 21(3), 21(3)(a), 21(3)(a)(iii), 21(3)(b)).

- The proprietor must ensure that:
 - cold water supplies that are suitable for drinking are clearly marked as such

(paragraph 28(1)(c)).

- The proprietor must ensure that suitable outdoor space is provided in order to enable:
 - pupils to play outside

(paragraph 29(1)(b)).

- The proprietor must ensure that they provide information regarding the provision:

- an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need to be provided when the parent has agreed otherwise

(paragraph 32(1)(f)).

School details

Unique reference number	131825
DfE registration number	821/6004
Inspection number	10043891

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	Other independent school
School status	Independent school
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Proprietor	Olive Tree Primary School Trust
Chair	Mr Nurul Islam
Headteacher	Mr Ahmed Al-Nashash
Annual fees (day pupils)	£1,850–£2,000
Telephone number	01582 416940
Website	www.olivetreeprimary.co.uk
Email address	admin@olivetreeprimary.co.uk
Date of previous standard inspection	23–25 May 2017

Information about this school

- Olive Tree Primary School is a small Islamic day school for a maximum of 80 boys and girls aged five to 11 years.
- The school serves a community near the centre of Luton and shares its premises with a mosque.
- There are no pupils currently at the school who have an education, health and care plan or a statement of special educational needs (SEN) and/or disabilities. However, government information about the school shows that there are two pupils with an education, health and care plan who are educated at the school. The school could not confirm this to be the case. The headteacher stated that the school does not receive additional funds for any pupil who has SEN and/or disabilities.

- The school does not use supply staff.
- The school does not use alternative provision.
- The headteacher and the chair of governors remain the same as at the May 2017 inspection.
- Ofsted has conducted six inspections and evaluations of three action plans. These are:
 - 7–9 November 2005, a standard inspection, when the school was judged to be providing a sound education and independent school standards were not met
 - 13–15 May 2014, a standard inspection when the school’s overall effectiveness was judged inadequate and independent school standards were not met
 - 13 August 2014, an evaluation of the school’s action plan
 - 1 October 2014, a progress monitoring inspection when independent school standards were not met
 - 2 March 2015, an evaluation of the school’s action plan
 - 11 June 2015, a progress monitoring inspection when independent school standards were met
 - 11 October 2016, an unannounced emergency inspection was carried out and independent school standards that were considered at that time were not met
 - 19 December 2016, an evaluation of the school’s action plan for the unmet standards was deemed not acceptable
 - 23 May 2017, a standard inspection when the school’s overall effectiveness was judged inadequate and independent school standards were not met.
- Between the Ofsted inspections in November 2005 and May 2014, the school was inspected by the Bridge Schools Inspectorate (BSI). The BSI conducted two unannounced visits at the request of the DfE in response to concerns, and a standard inspection on 9–12 July 2012. At the time of the standard inspection, the school’s quality of education was judged as satisfactory and independent school standards were not met.

Information about this inspection

- This progress monitoring 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.
- This is the first monitoring inspection since the standard inspection in May 2017.
- In the standard inspection in May 2017, the school did not meet all of the independent school standards. Subsequently, the DfE issued a restriction notice on 21 July 2017. The school is currently appealing the decision made by the DfE.
- The DfE commissioned Ofsted to conduct this progress monitoring inspection at no notice.
- In addition to the school's progress in addressing the independent school standards not met at the standard inspection in May 2017, the DfE asked inspectors to consider the school's procedures relevant to complaints received since the inspection.
- Inspectors were aware during this inspection that serious allegations of a child protection nature were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate allegations of this kind, actions taken by the school in response to the allegations were considered alongside the other evidence available at the time of the inspection to inform inspectors' judgements.
- Inspectors met with the headteacher and the business manager and talked to other staff. They met with the chair of governors and spoke formally with a group of pupils, chosen by the inspectors.
- Inspectors visited classes, some accompanied by the headteacher, to observe pupils learning in class. They scrutinised a range of documents regarding adults' planning and assessment of learning for pupils, together with the work produced by pupils in books. Inspectors listened to pupils read.
- The lead inspector held a telephone meeting with a representative of the local authority to discuss the outcomes of a recent safeguarding visit. Inspectors met with the school's designated safeguarding and child protection lead.
- Inspectors scrutinised a range of documents, including school policies, information relating to safeguarding pupils and the single central register of employment checks. The website was scrutinised.
- There were no responses to Ofsted's online questionnaire, Parent View.

Inspection team

Kim Hall, lead inspector	Her Majesty's Inspector
John Lambern	Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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