

# Olive Tree School

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

**Inspection dates**

23 May 2018

**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 provide

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

- At the time of the previous progress monitoring inspection, improvements to the curriculum had begun but were yet to have sufficient impact on pupils' progress. For example, arrangements for leaders to monitor the progress that pupils were making had only just been implemented.
- Senior leaders have continued to insist on regular assessment of pupils' progress. They are ensuring that these assessments are used by teachers and understood by governors. Leaders can demonstrate how checks on pupils' progress are leading to success in establishing strengths and weaknesses in their learning, including both the most and least able pupils. Pupils' work across the range of subjects demonstrates improvement in teachers' expectations of what pupils can achieve. The most able pupils are now provided with better opportunities to deepen their knowledge and extend their skills. For example, in Year 4, pupils' sketchbooks demonstrate sustained progress in discovering the techniques of famous artists and developing skills using a range of mark-making techniques.
- At the previous inspection, leaders' plans to develop the curriculum for personal, social, health and economic (PSHE) education were at an early stage. They were not enabling pupils to have sufficient awareness of all of the protected characteristics defined in the Equality Act 2010.
- Leaders have consulted effectively with parents and governors in developing this aspect of the curriculum, with successful outcomes. For example, pupils' work in Year 5 and Year 6 includes exploration of the rights of people with all of the different protected characteristics. Leaders recognise that these improvements are enabling pupils to raise sensitive questions, and that teachers skilfully and sensitively find ways to respond to these questions, for example through drama.

*Paragraph 3 and 3(a)*

- At the time of the previous inspection, there were weaknesses in the teaching of a number of the areas of learning required by the standards. For example, the teaching of creative and aesthetic subjects was not enabling pupils to develop their skills effectively.

- Leaders have evaluated the strengths and weaknesses of teaching and have used this information to reorganise responsibilities for some subjects. The more detailed and accurate information that they now possess about pupils' achievement is also helping leaders to support and challenge teachers to improve their subject knowledge and skills. The positive impact of this is evident in the wider range and greater depth of pupils' work across the curriculum. For example, most-able pupils are regularly set problems in mathematics which further develop their understanding and application of skills. Pupils who spoke to inspectors said that they thought teaching had improved a lot in the current year. In particular, observations in lessons and pupils' work indicate that pupils are making more sustained progress in aesthetic and creative subjects. Pupils' visits out of school, for instance to Tate Britain Gallery in London, are being used effectively by teachers to inspire and challenge pupils.
- All of the standards in this part of the regulations are now met.

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

### *Paragraph 5 and 5(b)(vi)*

- At the previous progress monitoring inspection, it was found that curriculum plans for pupils' PSHE education did not cover all of the protected characteristics. Leaders had begun to consult with parents about proposed changes to the curriculum, but they were yet to be implemented.
- Leaders have put their proposals into practice with rapid and pronounced success. Pupils now benefit from a well-implemented scheme of work for sex and relationship education, which takes into account their age and prior learning. Leaders say that parents are positive about the changes made and are supportive of the revisions to the curriculum. Pupils now learn about the rights and experiences of people with protected characteristics. For example, pupils in Year 6 have recently been learning why it was decided to enact laws to protect people who have undergone gender reassignment. Pupils' work demonstrates the depth of challenge and sensitivity with which this topic has been introduced.
- The standards in this part of the regulations are now met.

## Part 3. Welfare, health and safety of pupils

### *Paragraph 7, 7(a) and 7(b)*

- At the time of the previous inspection, records relating to safeguarding were not considered sufficiently robust. Records of checks on trustees did not meet statutory requirements.
- Leaders' recorded outcomes of checks on trustees and governors now meet statutory requirements. The current safeguarding policy is available to parents and makes reference to the most recent statutory guidance.
- The inspector considered how trustees, governors and leaders acquire and use information related to the suitability of staff in order to safeguard the welfare of pupils. The way this information is communicated is poor. For example, trustees have not involved the headteacher, who is also the safeguarding lead, when responding to known risks associated with the suitability of adults who continue to hold roles in the school. Trustees told inspectors that written assessments had been completed. However, these

have not been shared with school leaders and were not available for inspectors to see. This leaves staff and governors unclear and detached from important decisions about how to protect pupils. As a result, pupils remain at risk. Therefore, not all of the standards in this part of the regulations are met.

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

- *Paragraph 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)*
- At the time of the previous inspection, the proprietor had not ensured that the records of all statutory checks on the suitability of trustees and governors met the requirements of the regulations.
- All of the statutory checks are now recorded on the single central record. Leaders have also organised additional information, such as reference checks on staff, in a more systematic manner. Leaders have sought the advice of the local authority on how to improve their records of checks and they have acted on recommendations.
- The standards in this part of the regulations are now all met.

#### Part 8. Quality of leadership in and management of schools

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

- The proprietor has not ensured that leaders responsible for safeguarding have been sufficiently involved in or have knowledge of the details of an assessment of risk related to the suitability of adults associated with the school. As a result, the communication of this risk assessment is not effective in the school community. Standards remain unmet in Part 3 of the schedule, despite the effective work leaders have done to ensure other regulations are met.
- The standards in this part of the regulations remain unmet.

## **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 now meets the following independent school standards**

- 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 PSHE 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 made to safeguard and promote the welfare of pupils at the school have regard to any guidance issued by the Secretary of State (paragraphs 7 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)).

## School details

Unique reference number	134400
DfE registration number	209/6363
Inspection number	10054198

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	120
Number of part-time pupils	30
Proprietor	Lewisham Islamic Centre
Chair	Amir Razvi
Headteacher	Mrs Aqleema Rahmaan
Annual fees (day pupils)	£3050
Telephone number	020 8314 0169
Website	<a href="http://www.otsprimary.co.uk">www.otsprimary.co.uk</a>
Email address	<a href="mailto:admin@otsprimary.co.uk">admin@otsprimary.co.uk</a>
Date of previous standard inspection	8–10 March 2017

## Information about this school

- Olive Tree School is an independent Muslim day school in the London Borough of Lewisham.
- The school is registered for 106 boys and girls aged three to 11. There are currently 120 pupils on roll.
- There are 30 children in the Nursery, who attend part-time. This number exceeds that for which the school is currently registered. The Nursery is accommodated in a separate building along the road from the main school.
- None of the pupils are identified as having special educational needs and/or disabilities.

Pupils are from a range of minority ethnic backgrounds. Most speak English as an additional language.

- The school uses off-site provision for physical education at The Irish Centre and Ladywell Sports Centre in Lewisham.
- The school had its last full standard inspection in March 2017 and was judged to be inadequate. A progress monitoring inspection took place in September 2017, at which time a number of the independent school standards remained unmet. The school subsequently submitted an action plan to the regulating authority, which was judged by Ofsted to be not acceptable.

## 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 that the school has made in meeting the independent school standards and other requirements that it was judged not to comply with at its previous inspection.
- The inspection was conducted with no notice.
- During the inspection, discussions were held with senior leaders, three members of the governing body and a member of the trustees representing the proprietor.
- The inspector spoke with a group of pupils.
- The school's record of checks on the suitability of staff and other documents related to safeguarding were scrutinised. The inspector also discussed the records kept of pupils' progress with senior leaders.
- The inspector visited all parts of the school, conducting observations in lessons, sampling pupils' work and speaking with staff and pupils.
- There were no responses to the online survey, Parent View, to consider at the time of the inspection.

## Inspection team

Andrew Wright, lead inspector

Her Majesty's Inspector

## **Annex. Compliance with regulatory requirements**

### **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*

#### **Part 3. Welfare, health and safety of pupils**

- 7 The standard in this paragraph is met if the proprietor ensures that–
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school.

#### **Part 8. Quality of leadership in and management of schools**

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
  - 34(1)(c) actively promote the well-being of pupils.



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