

# Inspection of The Olive Tree Primary School Bolton

Adelaide Street, Daubhill, Bolton, Lancashire BL3 3NY

---

Inspection dates: 4–5 February 2020

**Overall effectiveness** **Good**

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

The previous 'outstanding' judgement reflected the school's overall effectiveness in July 2015 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for five years. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made outstanding schools exempt from routine inspection.

## **What is it like to attend this school?**

The pupils who spoke with us said they love coming to this friendly and welcoming school. Pupils follow the school values which reflect its Islamic faith-based ethos.

Pupils rise to leaders' and teachers' high expectations. They benefit from a well-designed and ambitious curriculum. Pupils thrive. They develop their knowledge and skills across many subjects. They make good use of technology to extend their learning beyond the classroom.

Pupils are delighted to accept roles of responsibility. They proudly become librarians, prefects and playtime leaders. Members of the school council help leaders to identify and act upon what pupils want to see improve.

Pupils told us they feel safe in school. They say teachers are friendly and help them to learn. Pupils are polite and eager to talk about what they are learning. Pupils told us that bullying is rare, but that they sometimes fall out with each other. They said they were confident that adults will help sort out any bullying that does happen.

## **What does the school do well and what does it need to do better?**

Disappointing outcomes in the 2019 key stage 2 national assessments in reading and mathematics do not reflect the quality of education seen now in the school. Current pupils are doing well in reading, writing and mathematics across the school.

Leaders are ambitious for all pupils and this is seen in the redesigned curriculum. Well-designed schemes of work are in place for most subjects. Lesson planning is logical so that pupils build on what they already know. In some subjects, such as physical education (PE), the curriculum is less well developed. Leaders have acted to resolve this and make sure that the PE curriculum is as strong as in other subjects.

Regular training means that teachers develop secure knowledge of the subjects that they teach. This means that they can explain new ideas clearly so that pupils understand and apply new knowledge. For example, pupils in an upper key stage 2 mathematics lesson confidently applied their knowledge of coordinates in four quadrants to solve reflection problems.

Leaders know that reading is the key to pupils' access to learning in all subjects. Reading and the development of pupils' vocabulary is a high priority. The teaching of phonics is carefully designed. It ensures that pupils learn to read fluently. Pupils do well in the Year 1 phonics screening check year after year. Pupils relish using the new words they learn. Older pupils told us they love reading. They change their books frequently during visits to the school's well-stocked library. Older pupils read 'The Wizard of Oz' with expression. They used pace and intonation to bring the characters to life.

Pupils with special educational needs and/or disabilities receive appropriate support to help them thrive and enjoy the same subjects as their classmates. Caring staff provide appropriate guidance and encouragement to enable them to succeed.

Teachers' use of technology enhances pupils' learning. It helps pupils to extend their learning beyond the classroom. It also allows pupils to share what they are doing with their families at home.

Leaders ensure that teachers' workload is manageable and is of benefit to pupils.

Leaders use many different ways to keep parents and carers informed. These include parents' meetings, text messaging and termly reports. Leaders clarified appropriate routes by which parents can raise concerns. Despite these actions, some parents feel that communication is not good enough. They feel that they are not well informed.

Staff organise a varied range of after-school clubs. Training with a local professional football team helps pupils to learn how to work collaboratively. Visits to museums and different religious buildings help pupils to appreciate art and diversity. Additionally, adventurous residential trips promote pupils' self-confidence and resilience.

Teachers have secure knowledge of the early years curriculum. They link subjects well and order learning so that children develop their knowledge and skills securely. Teachers make learning fun so that children remember more and apply what they have learned. For example, children in Reception applied their knowledge of healthy eating and how to follow instructions learned in other areas of the curriculum to make a Gruffalo crumble. Additional adults are not used well to develop pupils' knowledge and skills in the outdoors.

Trustees acknowledge the findings from a recent external audit by a government body. They have acted on the findings, but these are not complete.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff demonstrate a strong commitment to keeping pupils safe. Staff receive up-to-date training. They are vigilant and knowledgeable about how to keep pupils safe. Leaders and trustees follow up-to-date guidance when appointing new staff. All appropriate checks are completed to ensure the suitability of staff. Leaders keep meticulous records about any safeguarding concerns. They share information with the right authorities to help protect pupils' well-being and keep them safe from harm. Trustees make sure that the school's internet connection is subject to appropriate monitoring and filtering to keep pupils safe from online threats.

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

### (Information for the school and appropriate authority)

- The school's curriculum is not yet coherently planned and sequenced in some subjects. However, it is clear that leaders are implementing appropriate plans to resolve this issue. Ofsted transition statements were applied in this inspection.
- The scheme of work for PE is not as well developed as in other subjects. It is not designed to develop pupils' knowledge and skills systematically. Leaders are aware of the shortfalls of the current PE curriculum. They have clear intent to replace it with a more carefully designed scheme of work that builds pupils' knowledge over time. Leaders should ensure that all staff who will teach PE have secure knowledge of the new curriculum and how to implement it.
- Trustees had fallen short of the expected standards of financial oversight that is required of them. They are taking appropriate actions to resolve the issues. The reporting of this in the press, coupled with the many changes that new leaders have introduced to the school, has resulted in some disquiet within the parental body. Trustees and leaders must take actions to improve communication with parents to allay their fears and dispel the misconceptions that some hold about the school.
- Additional adults in early years have limited knowledge of how to make best use of the outdoor area to promote children's learning. As a result, adults tend to supervise children at play and do not routinely engage and guide children in learning activities. As a result, opportunities are often missed to encourage pupils to apply their learning from other areas of the curriculum. Leaders should ensure that staff have the knowledge they need to engage and lead children's learning activities in the outdoor area.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	139776
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10113628
<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	421
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Abdul Chohan
<b>Principal</b>	Haroon Asghar
<b>Website</b>	<a href="http://www.theolivetreeprimary.com">www.theolivetreeprimary.com</a>
<b>Date of previous inspection</b>	7–8 July 2015

## Information about this school

- Since the last inspection, the number of pupils on the school roll has increased considerably.
- A large number of staff have joined the school since the last inspection.
- A new headteacher was appointed in April 2019 following a period of staffing turbulence.
- The school has an Islamic ethos. Its last Section 48 inspection was conducted in April 2017.

## Information about this inspection

- During the inspection, we looked in detail at reading, mathematics, religious education, physical education and science. This involved discussions with leaders, visits to lessons, looking at examples of pupils' work, discussions with teachers and discussions with pupils. We also listened to pupils reading.
- We spoke with members of the board of trustees, the principal and the deputy principal.

- We reviewed a range of documentation, including that relating to governance, safeguarding and the checks carried out during the appointment of staff.
- We considered the 104 responses to Ofsted’s online questionnaire for parents. We also considered the 35 responses from staff and the 229 responses from pupils to Ofsted’s questionnaires.

### **Inspection team**

John Nixon, lead inspector

Her Majesty’s Inspector

David Woodhouse

Ofsted Inspector

John Tomlinson

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020