

Inspection of Olive Secondary

Byron Street, Bradford, West Yorkshire BD3 0AD

Inspection dates: 11 to 13 January 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

No

What is it like to attend this school?

Leaders have not ensured effective safeguarding arrangements. This puts pupils at risk of harm. There are no internet filtering systems in place to prevent and protect pupils from viewing harmful material online. The school's procedures for recruiting new staff are not robust. Staff do not have a good understanding of safeguarding guidance and procedures. Pupils and staff do not have sufficient understanding of the risks that pupils may face when they are not in school.

The curriculum is not well planned and teachers' expectations of what pupils can do and achieve are not high enough. Pupils do not achieve as well as they should. There are no extra-curricular opportunities provided for them. Pupils do not receive a wide, varied and rich set of experiences. Pupils enjoy learning. They particularly enjoy discussing topics in personal development lessons.

Pupils have good relationships with staff and trust them to address any worries or concerns they have. Pupils are proud of their school. They support each other well and feel that staff care about them.

Pupils show respectful and tolerant attitudes towards others. Staff have high expectations of pupils' behaviour. There are very few behavioural incidents. Pupils are polite and courteous to visitors. On the rare occasions that bullying happens, it is dealt with swiftly.

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

Leaders have not set out the important knowledge that pupils should learn and remember in each subject. Beyond preparing pupils for their GCSE examinations, teachers are not clear about the subject content that pupils should learn through the curriculum. Pupils do not experience a consistently well-planned, broad curriculum that enables them to achieve well in a range of subjects.

Teachers do not have the expertise they need in order to teach some subjects well. They have not received suitable, subject-specific training. Sometimes the work given to pupils is not demanding enough. Teachers plan opportunities for pupils to revisit and review what they have previously been taught. Pupils are able to recall the learning as a result and they enjoy lessons. However, teachers have not thought carefully enough about gaps in pupils' learning that are due to the pandemic and how these gaps will be addressed. Pupils' needs are not consistently well met.

Pupils read with confidence in lessons from subject textbooks. However, there are very limited opportunities for pupils to read for pleasure or to read extended texts across the curriculum. The school's library is rarely used.

Pupils behave well in lessons and around the school. The school's own records show that there have been no bullying incidents for some time. Bullying is rare and pupils confirm that when it does happen, it is dealt with quickly by staff. In lessons, pupils

listen with interest and most are confident to contribute to discussions. The school has a policy for the presentation of pupils' work, but this is not consistently implemented by staff. Some pupils do not take pride in their work and it is poorly presented and incomplete.

Pupils enjoy personal development lessons, which include a focus on topics such as consent, toxic relationships and the dangers of drugs and alcohol. Pupils are taught about the importance of respect and tolerance towards those with protected characteristics as set out in the Equality Act 2010, including those who identify as lesbian, gay, bisexual or transgender. Pupils have a good knowledge of fundamental British values. They understand the importance of democracy, the rule of law and showing respectful and tolerant attitudes. However, pupils do not have a suitable understanding of the dangers of radicalisation and extremism.

For some time, there have been no opportunities for pupils to participate in enrichment or extra-curricular activities. This means that pupils do not have experiences such as contributing to the local and wider community. Pupils do not have sufficient opportunities to stretch their talents and pursue their interests.

It was the intention of the proprietor to close the school at the end of the last academic year due to falling pupil numbers. The pandemic has increased the number of pupils leaving the school. The proprietor, at the request of parents and carers, agreed to keep the school open until the current Year 11 pupils complete their GCSE examinations. However, leaders have not ensured that the independent school standards are consistently and continually met.

Owing to falling rolls, the school is facing financial difficulties. As a result, parts of the building are not frequently in use. This is having an impact on pupils' experiences. For example, there are very few opportunities for pupils to participate in scientific experiments because the science laboratory is situated on the upper floor of the school, which is currently not typically used.

Staffing has been reduced. There is no leadership capacity to improve the school. Staff workload is high, particularly that of the headteacher. Leaders are not keeping up to date with statutory guidance. Standards have declined at the school since the previous inspection.

Some of the independent school standards related to the premises were not met at the start of the inspection. Leaders had resolved these issues by the end of the inspection. For example, during the inspection, leaders took steps to ensure that pupils no longer access drinking water from the toilet areas. The drinking water is now provided elsewhere in the school and is clearly labelled. Parts of the building look tired. Issues with leaks in the roof are being addressed. As a result of work being done on the roof, some ceiling tiles were missing in a few areas during the inspection.

Leaders have not ensured that the school's admissions register is kept up to date. The headteacher was unaware of the need to inform the local authority when a pupil

joins the school during the academic year. Pupils who leave the school during the academic year are not always notified to the local authority. Updates were made to the admissions register during the inspection.

The school meets the requirements of schedule 10 of the Equality Act 2010. However, the school's accessibility plan has not been updated since the decision was made to reduce the areas of the building that are in use.

Safeguarding

The arrangements for safeguarding are not effective.

Pupils and staff do not have a good enough knowledge of the safeguarding risks that pupils may face outside school. Safeguarding training for staff is not kept up to date. Some safeguarding training was completed during the inspection after the inspector made leaders aware of gaps in training. Leaders' understanding of statutory guidance is weak. Safer recruitment procedures are not robust. For example, suitable references are not always received and applications forms are incomplete.

The school's safeguarding policy is available on the school's website. However, safeguarding policies are not kept up to date, in line with statutory guidance. The school does not have internet filtering in place to prevent pupils being exposed to harmful content. There is not a strong culture of safeguarding where staff and leaders are vigilant and alert to the possible risks to pupils.

Despite these failings, pupils feel safe in school. They are confident to speak to staff if they have any worries or concerns.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders have not established a strong culture of safeguarding. Leaders and staff do not have a suitable knowledge of statutory safeguarding guidance. Checks on the suitability of staff are not robust. Adults are not aware of the range of risks pupils may face and do not take the right steps to mitigate these risks. Leaders should ensure that staff have a thorough understanding of their safeguarding responsibilities and that suitable measures are in place to protect pupils from harm.
- The admissions register is not fully compliant. For instance, some pupils who have left the school during the academic year had not been notified to the local authority. This is a potential safeguarding risk. Leaders should ensure that when a pupil leaves or joins the school in year that the local authority is always informed. Leaders should ensure that the admissions register meets all statutory requirements.

- Curriculum planning is too focused on preparing pupils for examinations. This means that, at times, pupils do not experience a broad and rich curriculum. Leaders should ensure that curriculum plans identify the important knowledge, skills and vocabulary that pupils need to learn and remember in each subject.
- There is no subject-specific professional development for teachers. Teachers do not have the subject knowledge they need in order to deliver an effective curriculum. Leaders should ensure that staff are provided with the training that they need to deliver a broad and rich curriculum.
- Leaders have not provided a programme of extra-curricular activities for pupils. Pupils do not gain any wider experiences to complement the curriculum. Leaders should ensure that pupils have the opportunity to experience a high-quality extra-curricular programme that enables pupils to pursue their interests and talents.

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 information from Ofsted Parent View 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 provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	130245
DfE registration number	380/6119
Local authority	Bradford
Inspection number	10212939
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 18
Gender of pupils	Boys
Number of pupils on the school roll	14
Number of part-time pupils	0
Proprietor	Amjad Mohammed
Headteacher	Yusuf Mayat
Annual fees (day pupils)	£2,075
Telephone number	01274 725005
Website	www.olivesecondary.org.uk
Email address	info@olivesecondary.org.uk
Date of previous inspection	26 to 28 March 2019

Information about this school

- The school has an Islamic ethos.
- The school building is used for a range of evening schools delivering Islamic studies.
- There is no governing body.
- The proprietor and the headteacher run a charity called the Olive Lantern Trust.
- At the time of the inspection, there were 14 Year 11 pupils on roll.
- The school has not had any post-16 students on roll for a significant number of years.
- The proprietor has made the decision to close the school at the end of this academic year.
- Most of the school building is not in use. The school currently encompasses the lower floor of the building. To reduce costs, the upper floor is used infrequently.
- The school employs two full-time members of staff, the headteacher and one other teacher.
- At the time of the inspection, the school informed inspectors that there were no pupils on the school roll with special educational needs and/or disabilities.
- The school uses no alternative education provision.

Information about this inspection

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- Inspectors did deep dives in these subjects: English, mathematics, science, and personal, social, health and economic education. Inspectors looked at curriculum plans in these subjects and in other subjects. Inspectors talked to pupils about their work, visited lessons, looked at pupils' work and spoke to teachers.
- Inspectors held discussions with all pupils who were present at the time of the inspection.
- An inspector toured the school premises to check compliance with the independent school standards for premises.
- An inspector heard some pupils read.
- Inspectors scrutinised documents relating to the school's work to safeguard pupils. Inspectors spoke to staff about the safeguarding training they receive. Inspectors looked at the school's behaviour and attendance logs. The school's

single central record, which includes the recruitment checks made on staff, was reviewed.

- Inspectors met with the headteacher and the other teacher. An inspector held a video call with a volunteer who advises the school on its assessment procedures and provides support to the headteacher. An inspector also held a video call and a phone call with the proprietor.
- Inspectors considered the views of two members of staff and four pupils who responded to Ofsted's surveys. Inspectors also considered the responses from two parents to Ofsted's survey, Parent View.

Inspection team

Michele Costello, lead inspector

Her Majesty's Inspector

Gordon Watts

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan;
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(d) 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;

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–
 - ensures that principles are actively promoted which—
 - 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;

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; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].

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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022