Inspection of Olive High

Shorey Bank, Burnley BB11 2RY

Inspection dates: 16 to 18 September 2025

Overall effectiveness	**Outstanding**
The quality of education	**Outstanding**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Outstanding**
Overall effectiveness at previous inspection	Good
Does the school meet the independent school standards?	**Yes**

What is it like to attend this school?

Olive High's motto, 'Consectatione Excellentiae – Striving for Excellence' is lived out by staff and pupils alike. The impact on pupils is transformational. One pupil summed up the views of many saying, 'I have achieved things that I never thought were possible.' The school is an inspirational place for pupils to study. Pupils receive an impressive and ambitious curriculum alongside considerable extra-curricular opportunities, such as archery, self-defence and computer coding. This supports pupils exceptionally well. They develop high levels of self-confidence and the resilience to achieve their dreams and aspirations.

Pupils' behaviour is exemplary. Staff model consistently high expectations. Pupils rise to these expectations. They see the adults around them as inspirational role models to emulate and so they do. Attendance is high because pupils find their learning irresistible.

Leaders have used their considerable knowledge of teaching and learning to establish a curriculum that supports pupils exceptionally well. Pupils' achievement is very high and reflected consistently in published outcomes. As a result of the curriculum and an impressive personal development programme, pupils achieve note-worthy success and are superbly well prepared for their future lives.

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

The school has established a broad and demanding curriculum that pupils relish. Pupils develop deep, connected knowledge in a wide range of subjects.
For example, pupils connect their study of energy transfer in science to how the body processes nutrients and energy. In mathematics, pupils confidently use Pythagoras' theorem to complete complex calculations fluently. In history, pupils connect their knowledge of economics and inflation to illustrate the impact of the Treaty of Versailles.

In personal, social, health and economic (PSHE) education, leaders have designed a curriculum around the pupils that the school serves. Pupils study a broad range of life skills. They learn how to create balanced meals, how to budget and how to stay safe online. Alongside this, pupils are given many opportunities to debate the things that matter to them. For example, pupils contrast two texts written one century apart to explore how the roles of women have changed. They use this to hold balanced debates about gender stereotypes and link this to their own aspirations for the future. As a result, pupils become well-rounded and well-informed individuals.

At the time of this inspection, no pupils had an education, health and care plan or special educational needs and/or disabilities. However, staff check pupils' understanding and progress through the curriculum very carefully. Wherever necessary, pupils are provided with 'clinics' to help address any gaps in their learning. These clinics are very effective and help pupils to keep up with the demands of the curriculum.

The school prioritises reading. Pupils enjoy countless opportunities to read across a range of genres and subjects. This contributes significantly to the deep knowledge that pupils acquire.

The high expectations that staff embody result in pupils having highly positive attitudes to learning. Pupils treat each other and those around them with deep respect.

The school's work to promote pupils' personal development is exceptional. Pupils hold conversations about complex topics with sensitivity and maturity, respecting a range of different views. In addition, pupils engage in a range of social action projects and take concrete action to make their local community and wider world a better place. As a result of this work, pupils develop a deep sense of social justice and the confidence to use their own voices for positive change. Over time, this work has resulted in a number of pupils returning to Olive High in order to inspire the next generation of girls.

The school provides pupils with a high-quality and impartial careers information, education, advice and guidance programme. It supports pupils to develop a personal careers pathway. As a result of this work, pupils are excited about their future study and know exactly how to achieve their aspirations. They do this with a high degree of success. In many cases, the school continues to support pupils long after they have left through the school's alumni programme. Previous pupils value this support saying, 'This is a family that continues to love us.'

The proprietor has appointed leaders with the required expertise to ensure that the independent school standards (the standards) are met consistently. Policies, including a safeguarding policy that meets current statutory requirements, are available to parents and carers on the school's website. The proprietor ensures that the school meets the requirements of schedule 10 of the Equality Act 2010.

The school meets the health and safety, and premises requirements. The building is maintained to a high standard and teaching spaces are bright, clean and well resourced. There is a safe and well-resourced outdoor area that pupils can spend time in at breaktimes.

The school ensures that the education it provides has a positive impact on pupils. The proprietor and governors are fully involved in the life of the school and know the school well. They have clear oversight of the school's many strengths and the vision to sustain and improve the school even further.

Safeguarding

The arrangements for safeguarding are effective.

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.

School details

Unique reference number	144816
DfE registration number	888/6073
Local authority	Lancashire
Inspection number	10391781
Type of school	Other independent school
School category	Independent day school
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	215
Number of part-time pupils	0
Proprietor	Firasat Razak
Headteacher	Mahwish Hanif
Annual fees (day pupils)	£2,300
Telephone number	01282 428384
Website	www.olivehigh.co.uk
Email address	info@olivehigh.co.uk
Date of previous inspection	21 to 23 September 2022

Information about this school

- The school does not make use of alternative provision.
- The school operates from one site based at Shorey Bank, Burnley BB11 2RY.
- The school is registered to admit up to 400 pupils.
- The school has an Islamic faith ethos. Its curriculum is secular.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic and have taken this into account in their evaluation of the school.
- Inspectors met with the proprietor, directors, the chair of governors, the headteacher and members of staff.
- Inspectors carried out deep dives in these subjects: English, mathematics, science and PSHE. For each deep dive, inspectors met with subject leaders, considered the curriculum plans, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also talked to leaders, staff and pupils about some other subjects and looked at pupils' work in these subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- During the inspection, inspectors reviewed a range of documents, including those relating to safeguarding. They also reviewed information relating to the standards. They also looked at records of pupils' behaviour and attendance.
- The lead inspector made a tour of the premises to check its compliance with the standards.
- Staff's views were considered during discussions with them. To gather the views of pupils, inspectors spoke informally with pupils throughout the inspection. To gather the views of parents, inspectors took account of Ofsted's Parent View,

including the free-text responses, and met with parents at the start of the school day.

Inspection team

Jen Sloan, lead inspector	His Majesty's Inspector
Lindy Griffiths	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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