

## **OLIVE TREE PRIMARY SCHOOL**

Inspection Report

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**Local authority:** Bolton  
**Inspected under the auspices of:** AMS UK  
**Inspection dates:** 4 April 2017  
**Lead inspector:** Yusuf Seedat

This inspection of the school was carried out under section 48 of the Education Act 2005.

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<b>Type of school</b>	Primary School
<b>School category</b>	Free School
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	300
<b>Appropriate authority</b>	The Governing Body
<b>Chair</b>	Mr Abdul Aziz Chohan
<b>Headteacher</b>	Farhat Choudry
<b>Date of previous school inspection</b>	No previous S48 Inspection
<b>Address</b>	Adelaide Street, Bolton BL3 3NY
<b>Telephone number</b>	01204 322370
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# Introduction

## Inspection team

Lead Inspector: Yusuf Seedat  
Team Inspectors: Mohmed Munir Vali and Mohammad Asad

This inspection was carried out by three inspectors. They visited 11 lessons or parts of lessons including collective prayers session. They held meetings with governors, staff and groups of children. Inspectors observed the school's work and looked at a range of documentation, including children's written work, teachers' lesson plans, the RE (Islamic Studies) curriculum, the school's self-evaluation documents and the school's Islamic Studies development plan. In accordance with the protocol that exists between the Department for Education (DfE) and The Association of Muslim Schools UK (AMS) for Section 48, the lead inspector had a look at the school's monitoring reports and recent Ofsted inspection report, which took place in July 2015.

The inspection team looked in detail at the following:

- The RE curriculum.
- The progress pupils make in religious education.
- The quality of teaching in religious education.
- Leadership and management for religious education.
- Spiritual, moral, social and cultural development, including collective worship.

## Information about the school

The Olive Tree Primary School is a free school opened in September 2013. It is a smaller than an average-sized primary school. The school is a staggered two-form entry school set in the Daubhill community of Bolton. Presently there are 300 children on roll and have 5 year groups, from reception to Year 4. When at full capacity there will be 420 pupils on roll.

The school was located in a temporary building when it opened. A larger building adjacent has been built as the new school.

The 94% of the pupils are from minority ethnic backgrounds and speak English as an additional language which is well above the national average. The children have come from a range of ethnicities including Pakistani, Gujarati, Somali, Sri- Lankan, Arab, Iraqi, Afghani, Turkish, and White British.

It serves an area which is diverse in culture, ethnicity, linguistically and socially. Local Authority data shows it is in the top 10% most deprived areas in Bolton and the top 15% most deprived areas nationally.

The proportion of disabled pupils and those who have special educational needs is below the national average but pupils known to be eligible for the pupil premium is above the national average. The School has a faith ethos and it is not a faith designated school.

## Inspection judgments

<b>Overall effectiveness</b>	1
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<b>The achievement of pupils in their religious education.</b>	1
<b>The quality of teaching and learning.</b>	1
<b>The effectiveness of leadership and management of religious Education, including the role of the school's governing body in RE.</b>	1
<b>The extent to which the religious education curriculum meets pupils' needs.</b>	1
<b>The extent of pupils' spiritual, moral, social and cultural development including the daily act of collective worship.</b>	1

### **Overall effectiveness: the quality of religious education provided at Olive Tree Primary School is outstanding because:**

All leaders and managers including those responsible for governance are highly ambitious for pupils and lead by example.

The schools' vision and ethos is based on six core universal/Islamic values of Trust, Peace, Fairness, Respect, Equality and Compassion. These values and the schools' motto "Believe You Can" leads to academic excellence for pupils and a high level of interaction in actively promoting Fundamental British Values (FBV) and Spiritual Moral Social and Cultural (SMSC) development of pupils.

Pupils learn about other religions, cultures and traditions. They appreciate and celebrate the cultural diversity around them, since pupils in the school come from diverse backgrounds.

Children are equipped well for their futures through the key life skills, which are embedded across the curriculum.

The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs. Pupils make excellent progress from their low starting points as attainment on entry in EYFS is lower than age related expectations in all areas and a large group (68%) are at the early stages of language development. This has been highlighted by monitoring visits from the DFE that the schools' curriculum and language development and progression is one of our most innovative areas especially with the use of technology and strategies to excel learning and feedback given digitally to support next steps. This

key feature, unique to Olive Tree, are the 1:1 iPad technology. Pupils have personal iPads to enhance their learning at school and at home.

Olive Tree's CPD and monitoring cycle identifies any necessary training required, which is then incorporated into teaching and learning, to support the development and progression of pupils' Literacy, Religious Education and PSHE, skills and understanding, appropriate to their age-related expectations. Best practice is spread effectively in a drive for continuous improvement. Weekly CPD and the teacher buddy system are used to promote literacy and curriculum knowledge including RE as appropriate. This enables clear progression of objectives in RE in every year group to ensure accurate tracking.

Displays around the school are bright, welcoming and fully promote SMSC including British, Islamic, and moral values. Displays also show that pupils have access to good learning experiences to learn about different cultures and communities.

**What does the school need to do to improve further?**

- Further enhance the provision and larger place for the pupils to have the option to pray salaah during school time for Years 4, 5 and 6 from September 2017.
- Further enhance and embed technology software like Showbie feedback into RE lessons and create iTunes courses for RE to share with parents.

## **Achievement and progress of pupils at the school in their religious education is outstanding because:**

Taking account of their starting points, the proportion of pupils making and exceeding expected progress is high in relation to their potential. Pupils, including those in the Early Years Foundation Stage, make rapid and sustained progress across the RE curriculum and learn exceptionally well.

Data clearly show that Children at Olive Tree enter EYFS with attainment approximately two years below Age Related Expectations (ARE). 95% of the children have English as an additional language with 65% of children who do not know. Olive Tree's provision in school results in exceptional progress (100%) being made by the end of reception, resulting in the school being broadly in line for the 'overall' aspect with national levels for Good Level of Development (GLD), the school attained 68% and the national average is 69%, in 2016.

The learning, quality of work and progress of groups of pupils, particularly those who are disabled, those who have special educational needs and those for whom the pupil premium provides support, show that they achieve exceptionally well. 100% of the children in KS1 make progress over the key stage with 90% achieving expected and above in relation to RE objectives. In KS1 writing children achieved well above the national average where the school achieved 76% and the national was 65%. Through quality first teaching, pupil progress meetings- half termly, book monitoring and weekly planning and monitoring, the school ensure that children aim high and achieve no matter what the starting point. This is evidenced by the internal tracking in RE which demonstrates that children in each key stage are on track to meet or exceed in progress by the end of the key stage. There are no variations between the vulnerable groups and all groups of learners are making consistently good or better progress.

Islamic stories are studied in more detail as part of the RE curriculum. For example, in Year three children are exposed to stories of the prophets. "Talk" across the curriculum, visitors coming into school, visits to a range of places and P4C lessons actively encourage children to communicate their ideas not only in RE but across the curriculum.

## **The quality of teaching and learning in delivering the RE curriculum is outstanding because:**

Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. Teachers are adaptive with their lessons and are able to incorporate events, add world news into lessons when appropriate, promoting spontaneous planning. Higher order questioning skills, assessment for learning and Kagan strategies are visible in lessons as a positive method to develop and create greater depth opportunities in learning. Pupils read and respond to work and can self-assess their learning and current understanding at the beginning of each lesson.

Much of the teaching in all key stages and most subjects of the RE curriculum is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress.

Subject knowledge is a strong point for all teachers and their understanding of the religious education means that they impart this knowledge well with creativity, confidence and authority to ensure pupils are engaged in learning. Teachers and other adults generate high levels of engagement and commitment to learning across the whole school, using high quality resources including ICT where relevant.

Olive Tree School optimises and is innovative in the use of technology such that Planning is on the whole paperless and is moving towards iTunes U courses with challenges and more have mastery style activities. The RE teaching reflects inclusivity and is not discriminating towards faith, cultures, genders, disabilities, non-Muslim or sexual orientation.

Feedback and marking is consistently high across the school, incorporating written, voice and video feedback in a meaningful way. This ensures pupil's understanding of what they did well and what they need to look at further, is developed. As a school, we are committed to using IT to enhance pupil-learning experiences.

"What you need to know" grids and homework grids are shared with parents each half term, as well as opportunities for parent feedback; for instance, in EYFS parents will comment on how their child has done at home on an activity if children are unable to write or show this yet. Pupils are given a wide range of activities through the topic rich curriculum including the RE curriculum and these are differentiated to include all abilities within the learning.

The behaviour of pupils is outstanding and they are aware of the ways to look after themselves and others. Pupils interact with adults and each other well, there is a great sense of belonging and positive rapport. PSHE and SMSC ensure year group and cross-phase connections on days such as Anti-Bullying Week and House Team assemblies. The RE leader, Inclusion Leader and Head teacher conduct the monitoring activities which moderates all data and findings. Teachers are comfortable with sharing good

practise with each other. This has been successful for the student placements, NQTs and teach first teachers.

**What does the school need to do to improve further?**

- Further embed Showbie feedback into RE lessons and create iTunes courses for RE to share with parents.

**The effectiveness of leadership and management of Religious Education is outstanding because:**

All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They promote the schools vision and ethos very effectively as evidenced, during inspection. Pupils having extremely positive attitudes and live to the values of the school of Trust, Peace, Fairness, Respect, Equality and Compassion. As such Fundamental British Values are given as much importance through the schools Universal/Islamic values and are prominent across the curriculum and school. Children understand the importance and value of a democratic society. This is demonstrated by using the voting systems to elect the school councillor posts, Children are taught to uphold the laws of the country, respect everyone including their fellow peers, staff and wider community regardless of faith.

SLT base their actions on a deep and accurate understanding of the school's performance, the staff, pupils' skills and attributes and with tracking of pupil's achievement of objectives. This ensures that progress is maintained in Religious Education and PSHE and literacy and necessary interventions are put in place for pupils who are not on track.

Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all teaching staff. This is underpinned by a highly robust performance management which encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving.

Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. They ensure that staff meetings and weekly CPD incorporates elements of the Islamic ethos. Pastoral Care, SMSC, British Values, FGM and safeguarding are all discussed with the knowledge being disseminated. All staff at the school have input into the progression and development of SMSC; this includes welfare, office and teaching staff. An example of this is all staff dressing up as book characters for world book day to promote a sense of belonging and being role models. A daily act of worship is conducted each day either in class or as whole school assemblies. Further to these assemblies, reflection time, PSHE, P4C, Seal, RE lessons and daily interactions with pupils inside and outside of the classroom reflect the Islamic values of the school. The school has a dedicated small prayer/multi faith room and reflection room to continue their personal pursuit of Islamic excellence.

The school has highly successful strategies for engaging with parents to the benefit of pupils. Provision through the formation of the 'Friends of the Olive Tree', made up of parents of children in the school, play an active part in the school life, successfully holding meetings and raising funds for the school. They are an active voice and represent the breadth of parents well. Meeting with parents, responses to parent's questionnaires and the school's own surveys indicate that the overwhelming majority of parents are very pleased with Religious Education and Islamic studies.



Leaders actively provide children opportunities to 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 like the charitable work, which plays a fundamental role at the Olive Tree and showcases the faith ethos. This is reflected through the schools weekly 5p Friday sadaqah collection, alongside other initiatives like each class has nominated a local, national or international charity for the year; this is either an Islamic or Non-Islamic charity for which the children raise money through innovative events. Charities this year include UNICEF, Doctors Worldwide, Autism UK and Ummah Welfare Trust.

Olive Tree's safeguarding systems are robust and effective which has been commended during the DFE monitoring visits. All systems, policies and procedures meet statutory requirements in terms of child protection, health and safety and safeguarding.

The school has embarked a program in with the use of technology to maximise teaching and learning. As a 1:1 iPad School, it ensures the tool is used effectively to promote skills, concept and knowledge development. This further allows for children to use the tool at home, for any pre-and post-learning tasks. E.g. reading tasks. If, needed E-books on basic Islamic knowledge are available for parents to teach at home. The school have started fully implementing technology to enhance feedback given to children using Showbie and the planning systems of iTunesU. Showbie will reduce planning time, photocopying output and involves the pupils more in their learning and progression. Leaders have employed a part- time specialist for staff to make optimum and effective use of this technology.

**The extent to which the religious education curriculum meets pupils' needs is outstanding because:**

The RE curriculum is broad and balanced and encompasses all the major faiths. The statutory requirement for a daily act of worship is met by pupils beginning every day with Surah Faatihah and du'aas. This was observed during the morning registration. The RE curriculum provides opportunities for high quality learning and wider personal development and well-being. In all lessons children are given ample time to respond to questions and they are given the opportunity to correct themselves after making mistakes. The Reception group were posed the question "Do you think we should have places of worship?" Children were all engaged in the activity and came up with a variety of answers from "Yes we should because it's good to pray" to "No, because I like to play with my toys instead."

Children visit places of worship and have an understanding and respect for people of other faiths. Festivals and celebrations are taught whilst comparing with those of Islam. The majority of learners attend madrasah in the evenings, but the school has introduced an online facility whereby non-attendees can access parts of the madrasah curriculum. The school is using ICT exceptionally well in delivering RE, whilst using stories to develop their understanding of other faiths and the similarity of the overall message for mankind. The Year 3 children were exploring "Key events in the Life of Jesus (pbuh)". Learning was differentiated and three groups were asked to consider different aspects of his life. Children, with iPads at the ready, were discussing the parable of The Prodigal Son and the Story of Zacchaeus, the tax collector and the good and bad qualities and habits mentioned therein. A group of children proceeded to the studio to re-enact the story, whilst another group discussed morals and good characters and the third group were asked to write a few sentences regarding a time in their lives when they have come across similar circumstances and what was their response – good or bad. This was followed up with children using the Book Creator App to design the front cover of their own story books and commence writing their story.

The Year 4 group were discussing the story of Saalih (pbuh), the people who did not believe in him, the miracle of the she-camel, continued confrontation and the earthquake. The teacher made links to Science, Literacy, Geography, respect, individual liberty and FBV.

Pupils are given homework and "Showbie" app is used effectively to set and monitor tasks, whilst enabling them to prepare for the next day's lesson.

Paperless planning is in place and iTunesU is soon to be introduced to enable autonomous learning.

**The extent of pupils' spiritual, moral, social and cultural development is outstanding because:**

The spirituality of pupils is developed every day through daily collective worship, beginning the day with Surah al Faatihah and following with prayers, reflection time, PSHE and nasheed. Collective worship is valued by pupils, parents and staff. All children are familiar with the prayers for eating/drinking/sleeping etc. with these being available on the school website for the benefit of children who do not attend evening madrasahs. Children in Year 5 will have the facility of offering salaah during school hours from next year.

The school's anthem is "A Way of Life" which encourages applying the teachings of Islam to daily actions – both in and out of school. The relationships between staff and children is excellent, with the children having the confidence to share their feelings by placing name stickers on the 'Mood Board' as they arrive to school. They have the option of moving the sticker if and when their mood changes during the day.

Six 'House Values' permeate across all aspects of the school - Trust, Peace, Fairness, Respect, Equality and Compassion. Every child is assigned to a house and one of these values is the focus of assemblies each half-term. Staff and pupils take ownership of the values and the effect of this is clearly visible in the mannerisms and excellent behaviour of the children.

Children are reminded and encouraged to contribute to charitable causes. All classes have an annual nominated charity to which they may contribute, as well as Sadaqah Friday which is an opportunity for all children to give a few pennies every week. Children have contributed to national charities supporting autistic and blind children and international by helping poor and needy across the world. As one child touchingly stated: "The sound of a 5p coin dropping into the bucket gives me a heart-warming feeling that I've just helped someone."

Pupils are aware of the world around them and embrace new experiences whilst understanding and appreciating others' views. They participate confidently in cultural opportunities whilst appreciating diversity and respecting the beliefs of others. They have visited the local Mandir, Church and Masjid, and welcomed people of other faiths to the school. A trip to a Synagogue is to take place in the summer term.

Celebrations and festivals of other communities are discussed and compared/contrasted with those of Islam – for example, Christmas, Diwali and Eid. The Life of Jesus (peace be upon him) is taught, using parables mentioned in the scriptures and Qur'an, with the emphasis in year 3 on learning lessons and applying to one's own circumstances. In another lesson (Year 4) the story of the miracles of Saalih (peace be upon him) was being taught whilst establishing cross-curricular links with Science, Literature, Language and Geography.

Trained anti-bullying ambassadors, who have acquired the Diana Award are on hand to assist any pupils requiring support and the school's Cool Councillors have raised funds for a Buddy Bench in the playground.

All this contributes towards developing the children to become active citizens within their communities and beyond.

## **Views of parents and carers**

Parents are very pleased with the school. They feel the school makes "my child a better person, they learn duas, good manners and polite every-day phrases and pass it on to other siblings at home".

Parents say we are very happy with the school as our children are very happy, the Head makes us feel valued and listen to our views.

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

- Provide further provision through digital technology for parents to be able to teach at home basic Islamic knowledge to those children who do not attend any maktab/madressa in the evening.

## Glossary

What inspection judgments mean

<b>Grade</b>	<b>Judgment</b>	<b>Description</b>
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	A school requiring improvement is not providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.