

THE OLIVE SCHOOL HACKNEY

Inspection Report

Local authority: Hackney
Inspected under the auspices of: AMS UK
Inspection dates: 25 April 2017
Lead inspector: Hasina Varachia

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

Type of school	Primary School
School category	Free School
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	277
Appropriate authority	Academy Trust
Chair	Hamid Patel
Headteacher	Caterina Park
Date of previous school inspection	No previous S48 Inspection
Address	66-68 Cazenove Road Hackney N16 6AA
Telephone number	020 7683 7436
Email address	info@olivehackney.tetrust.org
School website	www.olivehackney.com

Introduction

Inspection team

Lead Inspector: Hasina Varachia

Team Inspectors: Yusuf Seedat, Wasim Riaz and Mohammad Asad

This inspection was carried out by four inspectors. They visited lessons or parts of lessons including observing registration, break time, lunch time and assembly. They held meetings with the senior leadership team, staff, lead governor for RE, parents and groups of children. Inspectors observed the school's work and looked at a range of documentation, including children's written work, planning of the RE (Religious Education) and PSHCE (Personal, Social, Health, Citizenship Education) curriculum, various school self-evaluation documents, the school's Annual Operating Statement and parent questionnaires. The school is split over two different sites and all sites were visited as part of the inspection. In accordance with the protocol that exists between DFE and AMS (Section 48), the lead inspector had a look at the school's recent Ofsted inspection report.

The inspection team looked in detail at the following:

- The Religious Education (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 School Hackney is a Muslim faith school and free school. It is run by the Tauheedul Education Trust. The school is an average-sized primary school with pupils from a range of minority backgrounds. All pupils are of Muslim faith. The proportion of disadvantaged pupils is above the national average.

Inspection judgments

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

Overall effectiveness: the quality of religious education provided at The Olive School Hackney is outstanding because:

The school aims to ensure an ethos of the highest expectation, of selfless service for the greater and collective good and of a commitment to the Islamic values that underpin excellent character and integrity. The school is achieving these aims very well indeed and in the words of the Principal the school has made, *'an amazing start to this remarkable learning journey.'* The Muslim-faith ethos is developed through the opportunities offered in the curriculum and through enrichment. The Islamic character of the school contributes to the ethos of the school and strongly promotes character development, a concern for the welfare of others and the environment and a sense of personal and collective responsibility.

Pupils achieve very well as a result of effective teaching which ensures that pupils' learning is outstanding.

Pupils' personal development is excellent. They are actively engaged in their school and they work very well with their teachers. Pupils engage strongly in a wide range of extra-curricular activities. Pupils are ambitious and have high expectations for themselves. They have an excellent attitude and this makes a marked contribution to their many accomplishments.

The Principal, other leaders and governors communicate high expectations and ambition. They have a very clear vision detailed in their Annual Operating Statement of how they want the school to be and are taking the right steps to achieve it.

An outstanding programme of SMSC provision and a strong Islamic *tarbiyah* (development) programme results in excellent behaviour and relationships both in lessons and during social time. There have been no exclusions. School displays reinforce these messages further. The pupils' excellent relationships mean there is no bullying in school.

Attendance is very good. The school has set aspirational attendance and punctuality targets and are taking effective steps to achieve them.

The RE curriculum is rich and exciting and provides invaluable opportunities to develop higher-level thinking skills. As a result, the RE Subject Lead has been appointed a Teacher Ambassador by the Parliament Education Service in recognition of the work done to promote these skills, debating and active citizenship.

Pupils are given many opportunities to develop as strong British citizens and demonstrate their respect and learning of Islam through many practical experiences. Charity work has raised significant funds for a number of very worthy causes.

These experiences enable them to show initiative and understand how they can contribute positively to the lives of others. They have developed a sense of pride over their own faith and identity whilst learning to be respectful to others. These learning opportunities have prepared pupils for life in a multi-faith multi-cultural Britain.

British Values are very effectively promoted throughout the curriculum, assemblies and displays. Pupils are given opportunity to exercise democracy by taking part in the school council's election. The school council plays an active role in the school.

Relationships with parents are excellent and they are encouraged to play a key role in the school.

Daily activities and spirituality days contribute strongly to pupils' spiritual development. The quality of collective worship is very good; pupils participate with confidence, respect and sincerity.

The behaviour policy is linked to spiritual and moral reflection and steers pupils to be reflective individuals. Reward systems work on the principle of positive praise and giving attention to and highlighting those doing good. This encourages excellent behaviour.

The achievement of pupils at the school in their religious education is outstanding because:

The quality of pupils' achievements is outstanding, as is that of their learning, attitudes and skills. The school aims to inspire a love for learning and a pursuit of excellence in school and beyond. This the school achieves very well indeed. In lessons, in informal conversations and exchange and by their engagement in extra-curricular activities and community service, pupils display outstanding ability. They share an infectious enthusiasm for learning and an eagerness to challenge both themselves and each other in order to secure the highest standards.

The result is that the pupils, throughout the school make excellent progress in their understanding of Islam and its relevance to everyday life.

On a recent visit to a Jewish old people's home where gifts were shared, one pupil shared with inspectors, *'It makes us feel calm in the heart because you feel like that you have done something good and we get a reward from Allah (God) for it.'* Very young children were keen and greatly enthusiastic to share their knowledge of *duas* (supplications), *Hadith* (sayings of the prophet Muhammad SAW) and the *Sunnah* (actions and deeds of the prophet saw) of the week with inspectors

Although there is no formal library within the school, pupils have access to a very good selection of Islamic reading and RE books in each class. Examples include, *Forgiving Others*, *Allah's Great Garden* and *Respecting Your Mother*.

The quality of teaching and assessment in the school is outstanding because:

The quality of teaching and learning in delivering the RE curriculum is outstanding. The school achieved the Gold Award for RE in 2016 and became the first school in Hackney and the Tauheedul Education Trust to achieve this prestigious accolade.

RE schemes of work adopted and adapted from Hackney's SACRE and rigorous monitoring ensures high levels of religious literacy in the school.

Lessons address national and international events. For example, the school held assemblies after reported terrorist attacks to ensure that the pupils understand that terrorists do not represent Islam and that Islam is a religion of peace.

High teacher expectation of pupils' achievements results in all abilities being stretched and challenged. Planned tasks and activities recognise different starting points and build on each pupil's prior knowledge, skills and understanding. Effective resources are designed to support all pupils.

In lessons, learning coaches work effectively with teachers to ensure there exists high quality support for pupils with SEN or learning difficulties. As a result, these pupils make very good progress in lessons.

Accurate and detailed assessments of pupils' knowledge and understanding, combined with teachers' excellent subject knowledge and creative teaching strategies secures outstanding progress. Teaching staff are highly committed and this results in pupils who are enthusiastic, keen to learn and work with a very positive attitude. Pupils enjoy their lessons; they are attentive, well-motivated and eager to embrace challenge. This curiosity to seek out new information develops, consolidates and deepens their understanding and skill.

Teachers use skilled questioning in lessons to challenge pupils and extend their learning. They listen carefully to what pupils say and value their responses. Islamic terms (with English equivalents) are frequently used to acknowledge pupils' efforts in lessons.

A combination of challenging work and interesting material means that in lessons, pupils maintain a high level of engagement and therefore behaviour is excellent.

Pupils' work is presented neatly and marking of pupils' work is regular and accurate and provides clear guidance on what pupils have done well. Some marking challenges pupils to respond to teachers' comments, which they do well. As a result, pupils deepen their knowledge and understanding. On occasion, spelling errors are not consistently corrected.

From the questionnaires received, a small number of parents felt that there is insufficient homework set for RE which they would welcome.

What does the school need to do to improve further?

- To set appropriate homework which would allow pupils to build on the learning in RE lessons

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

The quality of leadership and management is excellent. Leaders are skilful in identifying the schools' needs and sharing these with colleagues, pupils, parents and the wider community. Teaching is carefully monitored so that learning and achievement is outstanding. Staff are carefully recruited and trained well to ensure they are clear about the school's Faith Ethos. The school is well supported by the governing body. They have a very clear vision based on ensuring the best possible academic and personal experiences and outcomes for all pupils. Regular CPD is provided to support staff in developing spirituality and contributing to shaping the Muslim ethos of the school. Leaders and experienced staff contribute positively to shaping the Islamic life of the school.

Governors are secure in their knowledge of the faith and ethos of the school and how this is reflected in the school curriculum. In discussion with inspectors, the lead governors for RE was able to confidently articulate the good practice found in the school. Governors receive a thorough induction covering all aspects of their role on joining the school and a bespoke training and development programme ensures that they continue to carry out their duties effectively.

The school governing body is committed to maintaining the school's Muslim ethos by regular reviews and evaluation. Governors hold the leadership team firmly to account.

Reports are provided by the Principal on faith and ethos to governors and demonstrates that pupils' SMSC development is of high order.

Leaders have worked hard to ensure there is a clear focus on improving teaching and learning and providing focused professional development for all teaching staff, especially those who are untrained and/or newly qualified and at an early stage of their careers. This is underpinned by the school's performance management systems which encourage, challenge and support teachers' improvement. As a result, teaching is outstanding.

Key strengths in lessons include skilful differentiation, personalised delivery, challenging and thought-provoking activities fostering deeper thinking skills, excellent resources and a high level of pace and challenge.

The school has a very good relationship with parents; various workshops are offered and are very well attended. They have received encouraging feedback from attendees. Some parents are also involved in the half-termly Parent *Shura* (Council) meetings in which they organise events to support the school including a recent bake sale and old uniform sale. 'The 'You Said, We Did' board reflects the school's work.

The school provides parents with detailed reports each year about their child's progress. An overwhelming majority of parents spoken to by inspectors would recommend the school to other parents.

British Values are taught throughout the RE and PSHCE curriculum and links are clear across other subjects taught. These include pupils looking at their own community, caring for the environment, the emergency services and the people who help us. Key events are recognised including Remembrance Sunday and national anti-bullying events.

Pupils are taught about friendship and making the right choices. They learn about their rights and responsibilities and think about how they can show responsibility. They do this very well indeed.

The lead for RE plays a key role in ensuring that the spiritual life and mission of the school supports the academic and personal development of the pupils. He has ensured that pupils are well prepared for their future.

Equality of opportunity translates all the way through everything that the school does. Leaders ensure that everything that forms a part of the school from recruitment to lessons to the school environment are in line with providing equal opportunities for all. Leaders have ensured that racism and bullying is thoroughly covered in the curriculum and there is a zero-tolerance policy towards both racism and bullying.

School leaders and governors ensure British Values are actively promoted at all levels and firmly challenge all types of extremism. All staff receive regular safeguarding updates and WRAP training takes place annually. The school has also worked closely with the local Prevent Team to deliver a scheme of work for primary aged pupils.

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

The school's RE curriculum is based on the locally agreed syllabus and has been designed and modified such that it provides memorable experiences and rich opportunities for high-quality learning and wider personal development and well-being. The RE curriculum comprises of and is delivered through RE, PSHCE, assemblies, *Hadith* and *Sunnah* of the week and upon theme based projects including spirituality, charity days and *Hajj week*.

Pupils learn about all faiths, a rich variety of cultures, British history and are able to develop confidence and pride in their own faith. The school provides enriching experiences through a formal link via the 3 Faiths Forum (3FF) with the Simon Marks Jewish Primary School where children from both settings positively interact, learn and play together. In addition, the Olive School Hackney became one of the first schools in the country to have a formal link with a non-faith designated school via the 3FF and was invited to Parliament to help launch the school-linking initiative nationally.

Knowledge and experience is customised to meet the varying needs of individuals and groups. Differentiation is at the heart of the RE provision. This excellent practice ensures all pupils have high levels of literacy in RE. Due to this, the school received the Gold Standard in the Religious Education Quality Mark, awarded by the highest authority for RE in England and Wales, the RE Council.

The school is at the forefront of successful and innovative design in some areas of the RE curriculum. The school has become a hub for best RE and PSHCE practice locally and nationally with schools coming from as far away as Derbyshire to visit.

The faith ethos provision includes collective worship and follows the Tauheedul Faith Ethos Policy and is inclusive and comprehensive. This comprises of reciting *Surah al-Fatihah* (Opening Chapter of the Holy Qur'an) at the start of every session in English and Arabic and *Du'a Kaffarah al-Majlis* (prayer) at end of the day. Pupils whose parents do not wish them to participate need not do so. They would instead be encouraged to undertake a short period of internal reflection to support their personal and emotional development.

Being a new school, it has five year groups, from reception to Year 4 and will increase to Year 6 as it expands year on year. Provision is in place for the performance of *dhuhr* and *asr salaah* (noon/afternoon) prayers in winter months for KS2 pupils with the choice to withdraw given to parent if they wish to do so. Presently Year 4 has the option to pray *salaah* individually and congregational *salaah* occasionally. During discussion with inspectors, pupils and parents expressed their desire for this provision to take place on a regular basis.

The assembly programme which encompasses *Hadith* of the Week and *Sunnah* of the Week also promotes the personal, social and spiritual development of pupils.

What does the school need to do to improve further?

- For older pupils, further enhance the provision of *salaah* during school time.

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

Governors and leaders have strategically planned that Faith and Ethos is pivotal in all that the school does, resulting in the provision for spiritual, moral, social and cultural development of pupils to be outstanding. It clearly gives pupils a sense of responsibility to be active British Muslim citizens contributing to local, national and global communities.

The assembly programme promotes universal human values and good character, applicable to all faiths and none. For example, a recent *hadith* of the week was, '*None of you is a complete believer until he wants for his brother what he wants for himself.*' Through *Sunnah* of the Week pupils develop etiquette, character, good habits and manners and include universally desirable characteristics leading to personal, social and spiritual development. These etiquettes are often based on the manners of the Prophet Muhammad, though not exclusively so. For example, smiling, or being gentle in speech.

The school develops the spirituality of pupils by establishing an ethos within which all pupils can grow and flourish, respect others and be respected. As part of The Olive School Hackney's commitment to develop respect for people from different faiths and cultures three spirituality days on the theme of universal human values are held each year. Themes for Spirituality Day have included respecting the elderly where children made gifts, served light refreshments and performed for guests. Grandparents and elderly members of the local community were also invited.

One member of the community shared, '*It is wonderful to hear that your school children are learning the importance of showing kindness and respect to the elderly not only in their own but also the local community.*'

The children's moral development is excellent. Pupils are given a wealth of opportunities to explore the concepts of right and wrong through assembly, RE lessons and PSHCE lessons. In science, history, RE and geography, pupils are able to explore the moral and ethical implications of human actions, giving pupils a platform to debate with their friends, supported by input from the adults in the classroom.

The social development of pupils is well catered for by helping pupils develop personal qualities which are valued in a civilised society. These include, thoughtfulness, honesty and respect for difference. Pupils are given opportunities within which to understand and debate social and emotive issues through which they gain in empathy and emotional intelligence. The school is providing positive and effective links with the world of work and the wider community by encouraging enterprise. For example, an Enterprise Day led by Reception and Year 1 children sold items the children had made. The school's charity work, raising funds for charities locally, nationally and globally, helps pupils to gain an awareness of the hardship and suffering of others. To date, over £35,000 has been raised for various national and international charitable causes since September 2013 for which the school has been bestowed with the Winston Churchill Fundraising Award.

The cultural development of the pupils is outstanding. Pupils are developing strong views appreciating cultural diversity. They learn about, and develop respect for, other cultures through many lessons. Pupils explore different cultures through play and guided activities. Stories from other cultures provide a window into the lives of others around the world. World Book Day and regular book fairs ensure that children are exposed to a diverse range of stimulating literature. Participating in assemblies, experiencing festivals such as the Chinese New Year also serve to promote understanding of the different cultures and religions.

Glossary

What inspection judgments mean

Grade	Judgment	Description
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. AMSUK inspectors will make further visits until it improves.